**Our Principles & Core Beliefs**

We, the Lincoln Elementary School for the Arts Staff believe:

 *Beliefs will not be numbered in the final plan. The numbers are for referencing the text during planning and writing.*

* All school staff are responsible to create a warm, welcoming, and positive learning environment.
* A safe and productive learning environment includes students being responsive to the needs of others.
* Mutual respect among staff, students, and families is crucial for effective management and discipline systems.
* Adults should work to build and maintain positive and trusting relationships with students.
* Students, especially at-risk students, need an environment that provides motivation and promotes self-confidence, low-anxiety, and academic risk-taking.
* The behavior of all members of the school community must honor the school as a place of teaching and learning.
* Students enter our educational system with a wide range of cultural, social and academic knowledge.
* Teachers must teach, model, practice, and positively reinforce and review routines and expectations regularly.
* Adults should be reflective about classroom management practices in order to decrease misbehavior in students.
* Adults have the responsibility to learn and implement strategies that are proven to de-escalate and reduce student misbehavior.
* Students whose teachers spend time building community within the classroom show improved school appropriate behavior.
* Students should be treated with dignity at all times.
* Students are responsible for treating all persons respectfully, responding to all directives and inquiries from staff, and for following rules and regulations that apply to them.
* Students need to be held responsible for their actions.
* Children should face logical consequences for their choices.
* Family involvement is critical for a student’s success.
* Families have the right to regular communication concerning their child's behavior choices both positive and negative.
* Students have the right to a conversation with their teacher (or other adult) when their treatment seems unfair.
* Students construct meaning by connecting new information to existing knowledge, which varies from culture to culture.
* Students should learn to make decisions, learn to identify the logical consequences, and then live with the consequences of those decisions.
* It is important that the school community continually increases the ability to function comfortably in cross-cultural settings and to interact harmoniously with people from cultures and races that differ from our own.
* Adults are responsible to learn and use culturally competent strategies in the area of behavior management.

These principles are the basis for which all decisions regarding student behavior are made. School-wide consistency comes from all of us upholding our Principles and Beliefs with our actions, especially in response to inappropriate student behavior.

**Our School-wide Expectations**

All members of the Lincoln Elementary School for the Arts community (staff, families, & students) expect students to:

* Be responsible
* Put forth effort
* Demonstrate self-control
* Be Polite
* Remember that everybody counts
* Cooperate
* Think about safety

***Posted around the building:***

**R**esponsible

**E**ffort

**S**elf-control

**P**olite

**E**verybody counts

**C**ooperate

**T**hinking safety

Staff and students are responsible for treating all persons with dignity and respect while following school wide expectations. When all adults have high expectations there is a significant impact on student behavior. Everyone at Lincoln School for the Arts is expected to do their best at all times. Staff and students will work together to create a pleasant, safe, and desirable teaching and learning climate. Any behavior or action that helps someone grow and mature will be encouraged. Any behavior or action that impacts another person's growth and right to learn will be addressed.

Our school-wide expectations are explicitly taught to students in all areas of the school and revisited throughout the year. Furthermore, our expectations are posted throughout the school and visible through our actions. Adults at Lincoln Elementary School for the Arts teach, model, practice, and positively reinforce classroom and common space routines and expectations regularly. Special attention is given to more difficult “seasons” (before and after breaks and other big changes in routine) when revisiting routines and expectations support the success of students.

**Individual and Group Positive Recognition**

Adults at Lincoln Elementary School for the Arts work to build and maintain positive and trusting relationships with students. When teachers build community within the classroom, students show improved school appropriate behavior. All students, especially at-risk students, need an environment that provides motivation and promotes self-confidence, low-anxiety, and academic risk-taking.

In addition to written or verbal communication with students & families, we may choose to recognize positive behavior and accomplishments through any means that supports Lincoln Elementary School for the Arts Principles and Core Beliefs. ENVoY strategies that specifically support positive recognition are Positive Comments (Getting Attention), One-to-One (Seatwork) and Verbal Rapport (Seatwork).

*\*\*Pride Paws and others will be added and documented as the year progresses.*

**Creating Healthy Classrooms and Communities**

Students enter our educational system with a wide range of cultural and social knowledge. At Lincoln Elementary School for the Arts, we create warm, welcoming and positive learning environments. We build trusting relationships with students and help students learn why being responsive to the needs of others is important and what it looks and sounds like.

When students learn about others perspectives, they are more likely to assume positive intent of each other’s actions, which leads to a decrease in student-student conflicts. All staff will be purposeful in building student-student relationships and community (opening and closing circles/ Morning Meeting) while others may weave strategies into other academic times.

Adults at Lincoln Elementary School for the Arts teach, model, practice, and positively reinforce classroom and common space routines and expectations regularly. One way to build community is to give students an even bigger voice in the classroom by having students collectively and collaboratively develop their own classroom “beliefs”, procedures, expectations (look like/sound like) for material use, collaborative work, movement around the room etc. When teachers decide to have students develop their own classroom beliefs, explicit connections are made to the school-wide expectations to increase student understanding.

**Reflective Practice, Collaborative Problem Solving, Training, Coaching and Administrative Support**

*“It is imperative that we help all teachers get better. It is not that I believe teaching is broken and needs to be fixed, it is that it is so hard that it is never perfect.” -Charlotte Danielson*

Managing student behavior is one of the most challenging aspects of education. We are reflective about classroom management practices in order to decrease misbehavior in students. The culturally competent strategies we learn and implement continually increase our ability to function comfortably in cross-cultural settings and to interact harmoniously with people from cultures and races that differ from our own. Administration will continue to provide us with training and coaching support around a variety of verbal and non-verbal management and communication strategies in order for us to be even more successful with our students, especially when dealing with the most challenging behaviors.

*We, as educators, believe that we have the responsibility to learn and implement strategies that are both culturally competent and proven to de-escalate and reduce student misbehavior.* Lincoln Elementary School for the Arts has invested in ENVoY as one of the tools we use school-wide to support students in meeting our expectations. ENVoY (Educational Non-verbal Yardsticks) is a set of non-verbal classroom management strategies that support student learning and positive behavior by fostering independence and maximizing engagement while preserving relationships between the adults and the children.  ENVoY strategies are an example of Tier 1 Behavior Interventions- primary strategies to prevent misbehavior.

*\*\*\* add CRT and descriptors here. Scott will email when team compiles them.*

ENVoY has 7 specific strategies (called gems) that are proven to increase on task behavior and preserve relationships.

Strategies for Getting Attention:

* Freeze Body- standing still and upright in a specific location when getting the classes’ attention.
* Above/pause/whisper­­- Utilizing teacher volume (or other sound) to get students’ attention, pausing until *after* the class is attentive, following the pause with a quieter voice to lower metabolism and support students’ brains being ready to receive information

Strategies for Teaching and Maintaining Engagement:

* Raise Your Hand- clear, consistent non-verbal cues to students so they know which mode is expected during instruction (listen, raise your hand, partner sharing/discussion, speaking out)

Strategies for Transitioning to Seatwork/Independent work:

* Exit Directions- When students are working independently, in partners, or in groups- directions for the learning activity are posted visually on the board.  The directions include the steps for the activity, expectations for the task, and what students should do when they are finished with the task.
* Most Important Twenty Seconds- Monitor the class (standing still and scanning) waiting for students to begin the task before moving to help individuals. Monitoring for possible behavior and academic interventions.

Strategies for Seatwork/ Independent work:

* Influence Approach- Approaching students with the least amount of “power” needed to get attention
* OFF/Neutral/On- Remaining with the student while they move through the three “student states of being” and into momentum.

New staff will be supported through trainings, coaching, and collaborations. The training may be off site or on site.

There are times when staff will encounter special circumstances and we may need even more support. We have the right to request support from administration (via collaborative problem solving, specialized training, intense coaching, etc) when we feel challenged to manage behavior in accordance to Lincoln Elementary School for the Arts’ Principles and Beliefs. In cases where more support is needed, (for individuals or teams) to manage student behavior, staff can expect the Administration to initiate an open, honest and respectful conversation to co-develop a plan that aligns with our Principles and Beliefs.

I-Team

The Intervention Team (I-Team) is a school-based support team whose purpose is to develop targeted Tier 2 supplemental interventions for students who are not responding to the core curriculum and/or differentiated instruction (Tier 1 Intervention).  The I-Team gathers all available data about a student, hypothesizes a possible cause for the problem, and then designs an individualized academic or behavior intervention which is implemented in the classroom.

**Family Support**

Mutual respect among staff, students, and families is crucial for effective management and discipline systems. In addition to the effort we put into building and maintaining positive relationships with students, we strive to do the same with our students’ families because family involvement impacts a student’s success.

At Lincoln Elementary School for the Arts, we have an inclusive definition of family that is respectful of each child’s family structure. Therefore, family is not limited to just parents or legal guardians of children in the home. For example, a family may also include new spouses and partners of parents, extended families (grandparents, aunts, uncles, cousins, etc.), step-relatives, or any other person a family unit designates as a family member. We understand and embrace that support may look different from family to family.

While we understand that families cannot manage the behavior of their child at school- at the same time they can support, encourage, and reinforce positive school behaviors at home.  Families have the right to regular communication concerning their child's behavior, both positive and negative. It is essential to keep lines of communication open between the home and the school. This includes reaching out to families early in the year through formal and informal methods of communication in order to establish positive partnerships and providing opportunities for parents to give feedback to us on how we are doing.

In the case of persistent inappropriate behavior, the teacher (classroom or specialist) will contact the child’s family to communicate with them and the student for the purpose of assisting the child in coming up with a plan for solving their current problem that includes steps to reduce the likelihood of the issue becoming chronic. In the case of persistent non-compliance, disrespect, & defiance- whenever possible this communication should occur as a step prior to administrative referral. Administration or school social worker may be asked to be present at a meeting requested by either the teacher or the family. All attempts are made to thank each family in advance for supporting, encouraging and reinforcing positive school behaviors at home.

At a minimum, families can expect:

* Report Cards & progress reports (1 per trimester)
* Parent/teacher conferences (2)
* Response by end of next school day when a parent initiates contact via phone/E-mail

**Individual Management and Discipline**

At Lincoln, we honor the school as a place of teaching and learning. Our goal is to keep students as functioning members of the group so that the focus stays on learning. We utilize a variety of management and engagement strategies to avoid discipline and preserve relationships. Discipline has consequences. Since one of these consequences is that teaching and learning comes to a halt during discipline, we are committed to implementing strategies that are proven to de-escalate behavior, preserve student dignity, preserve student/adult relationship and maintain academic engagement.

At the same time, it is important for children to be held accountable for their choices. Students are responsible for responding to staff directions, inquiries and following expectations.

Most of the time the adult in charge directly handles inappropriate behavior. When adults operate from influence, students are lead to think about their own inappropriate actions or poor decisions instead of blaming the adults around them for their behavior.

Behaviors we handle directly (Level 1 and Level 2) include:

* Inappropriate language (cursing)
* Work refusal
* Disrespect, non-compliance
* Lying, cheating
* Teasing, taunting (physical and/or verbal)
* Disruption: excessive talking, making noises or excessive talking out or to peers
* Not prepared for class
* Leaving the room without permission
* Stealing small classroom items such as pencils, crayons, or paper
* Scuffling/Mild physical aggression (pushing, & shoving that does not require a visit to the nurse)

Students construct meaning by connecting new information to existing knowledge. We strive to help students understand how to connect their choices with the outcomes in order to support them in deepening their ability to make even better decisions in the future. During these conversations, the adults facilitate problem solving and guide thinking, ensuring that the student learns the decision making process so they can learn to identify the consequences (cause-effect) of his/her decisions in order to choose and act. Staff encourages and teaches students how to have conversations with others (peers and adults) when they are upset or feel as though they are being treated unfairly. This includes times when students feel adults are treating them unfairly.

The child’s developmental stage and the context of the situation are always considered when making decisions. Students with Individualized Learning Plans may require accommodations or modifications to this plan (made in collaboration between classroom teachers and case managers) in order to best meet his/her needs.

Adults in a school must balance the needs of the individual with the needs of the group. There will be times when the group’s needs & ability to learn are in jeopardy and the needs of the group will come first. We understand that we put the needs of the group first to provide safety and learning for all students. Putting the needs of the group first provides us the necessary time to meet the needs of the individual student as well.

We may handle a student’s behavior by selecting from a range of strategies that fits both our personal style and supports Lincoln Elementary School for the Arts Beliefs & Principles.

The following strategies may be used to accomplish this:

* Temporary change in seating. The student is separated from the group or moved to a different seat but continues to mentally participate, observe the learning & observe appropriate peer behavior which allows him/her a chance to recover.
* Recovery Break/Chill Chair in the classroom: Separation from the group (mentally & physically) in a space that is designated for formal reflection but still in the presence of the teacher. This allows the teacher an opportunity to re-form and refocus the group while providing the child a chance to reflect and recover. The teacher may have the child fill out some form of written reflection while they are in a break. The child then returns to the group either when they are ready or when they are invited back- based on the procedure established for that space by the teacher. This reflection time is as much for the individual child as it is for the good of the group.
* Recovery Break in another classroom: Sometimes a child is unable to refocus and recover in the classroom without disrupting learning. Separation from the group in a different environment (another classroom) allows the teacher an opportunity to re-form and refocus his/her group. Teachers may decide to have the student fill out some form of developmentally appropriate written reflection on why he/she had to take a break in the classroom and why he/she was unable to take a break in his/her own classroom. The child completes this reflection in a \*space that is designated for formal reflection and away from the group. This reflection time is as much for the individual as it is for the good of the group. The written reflection supports problem solving and serves as documentation for removal. When students are sent to a buddy teacher the receiving teacher indicates to the student when he/she may return to class.

\*Designated reflection spaces could be individual desk, portion of a table, carpet square, stand-alone chair, clipboard, etc. Each reflection space will be designated with a visual of some kind. The visual allows staff and students to easily locate the Reflection Break location in each room- allowing for non-verbal direction by the teacher and minimal break in instruction and learning. The visual should be easily identifiable yet not so large and public that it puts the student “on display”. For this reason, and many others, the back of the room is better for this area than the front of the room.

There may be teachers who decide not to utilize buddy rooms or recovery breaks in their own classrooms. In order to support colleagues, all teachers will designate a space in their classrooms for recovery breaks.

**Administrative Support- Student Referrals**

There are certain behaviors that require a child to have a conversation with a member of the administration team. Some behaviors require immediate referral and others can wait for a time deemed more appropriate by the referring staff.

Staff will complete a Discipline Referral/Documentation at the time of referral. Reporting staff member will either call the office and ask for support or send the student to the office. The reporting staff member will send the referral slip to the office with the student or in a sealed envelope with another student messenger. When referring students who are known to go AWOL, the reporting staff will call the office at the time of the referral.

When a student is referred to administration, the administrator or the social worker will contact the family and communicate the resulting action, if any, to the reporting staff. Context of the situation is always taken into account when determining next steps.

**Behaviors (Level 3) for referral at a time deemed appropriate by the referring teacher:**

* Persistent non-compliance, disrespect, & defiance
* Harassment/Bullying (as defined in the Anoka Hennepin Elementary Handbook)
* Forgery, theft
* Property damage
* Vandalism (irreversible destruction of school property)
* Violation of district technology guidelines.

In the event that administration is unavailable, secretarial staff will route the form to the Social Worker for response or in the case of non-immediate action behaviors, the form may be held in the office and routed to Administration upon their return. In the rare case that neither Administration nor the Social Worker is available, the secretary will send the student back to class with a note indicating unavailability of Administration and the Social Worker.

**Behaviors (Level 3) for immediate action & referral include:**

* Aggressive behavior towards staff
* Abusive language (threat of physical harm, offensive racial/sexual comments)
* Fighting (defined as actions that require a visit to the nurse)
* AWOL/Skipping class
* Refusal to comply with taking a reflection break in a buddy room **and** the student is preventing the learning of the rest of the class

**Behaviors (Level 4) for immediate referral & suspension/expulsion:**

* Arson
* Bomb threat, false alarm
* Use, possession of alcohol or tobacco
* Use, possession of unauthorized prescription or non-prescription drugs
* Use, possession of weapons

Administration understands that there are times when the needs of the group need to come before the needs of the individual and that taking the time to fill out written documentation prior to referral would be at the expense of the group. When the needs of the group are in jeopardy by filling out a referral, the adult reporting the incident will communicate the details to the administration team verbally and then sign the Discipline Referral/Documentation form sometime that school day.

In the rare case where a student needs immediate referral and action, yet administration is not available, the student will remain out of class until follow-up has been done. The secretary may call the classroom and ask for work to be sent down to the office to occupy the child. At the teacher’s earliest convenience, he/she will send work down that the student can complete independently. The Discipline Referral Form will be given to Administration or the Social Worker immediately upon their return.