

CPrep Culture of Respect and Empathy Framework

Tier I: Affective Education

Curriculum on Learner Expectations (includes Character Education, Tolerance/Empathy, Behavioral Expectations)

Planned by CORE/PBIS Team (with support/input from teachers)

Implemented in Advisory

Integrated in Classroom Instruction and Project Based Learning

School Events and Activities (All-Schools, Special Events)

Assessed using Portfolios and Student Led Conferences

Tier II: Behavioral Reinforcement

Positive Reinforcement

Students exemplify LE's

- Verbal + Written Recognition
- Blazer Ticket
- Document in SWIS
- Student documents in Portfolio/SLC

Behavioral Infraction

- Documented on ODR
- Documented in SWIS

Teacher Handles in Class

- Teacher handles issue and provides consequence and/or removal of privilege
- Calls parent to notify of ODR and consequence
- Submits ODR to Dean of Students (specifies "no follow up required")
- Dean of Students verifies that he saw the referral by initialing it and submits to CORE
- CORE reviews referral, inputs in SWIS, returns teacher's copy, and files remaining pages

Teacher Refers to Office

- Teacher completes ODR with specifics of infraction
- Submits ODR to Dean of Students, keeps copy for themselves, specifies that "follow-up/investigation required"
- Dean of Students investigates, determines consequences
- Dean of Students submits completed referral to CORE
- CORE reviews referral, inputs in SWIS, returns teacher's copy, and files remaining pages

Suspected Bullying

- Administrators, parents, students must submit on State Reporting Forms
- Dean of Students investigates and determines bullying (CORE can support)
- Follow state/district/school guidelines

CORE/PBIS Team Analyzes SWIS Data

- Look for patterns in behavior and use to determine needed Tier I (advisory lessons, school events, and grade specific interventions), Tier II (CORE Reflections, small group sessions, community service, peer mediation), and Tier III (administrative consequences, social work hours, BIP) Interventions as well as staff development issues
- Make recommendations to Administration on student issues, possible patterns of mean behavior, and frequent issues

CPrep Culture of Respect and Empathy Responsibilities

CORE Responsibilities

- Design affective curriculum
- Distribute information to students, staff, and parents
- Collect and analyze data on school climate
- Support teachers and administration
- Document and file ODRs and Reward tickets using SWIS

Student Responsibilities

- Act in accordance with Capital Prep CORE Guidelines and Learner Expectations
- Document advisory lessons in portfolio artifacts
- Document Blazer tickets and Referrals in portfolio

Teacher Responsibilities

- Implement CORE/PBIS initiatives with fidelity and provide planning team with feedback
- Complete ODRs and Reward tickets consistently and work with Dean of Students and CORE to determine best outcomes
- Implement and support the CORE curriculum in Advisory and consistently oversee Portfolio development connected to Learner Expectations
- Act as role models of Respect and Empathy

Administration Responsibilities

- Provide staff with time and training on affective education, classroom management, PBIS, ODRs, and crisis prevention
- Conduct investigations
- Complete all paperwork and submit to CORE to document and file
- Work individually with teachers who need further support
- Implement Safe Schools policy with support of CORE and district Safe Schools Coordinator

