

CARES Systems: Supporting All Students

Vision Statement

Respectful and caring relationships are the foundation for a positive and productive school environment. We commit to a growth mindset for academic, social-emotional and behavioral development. We work to ensure that students feel respected and can trust that we will support them and preserve their dignity, especially when they are struggling. We will partner with caregivers to support students' learning and well-being.

C	A	R	E	S
COOPERATION	ASSERTION	RESPONSIBILITY	EMPATHY	SELF-CONTROL
We work well together.	We speak up for ourselves and others.	We make good choices and work to grow.	We work to understand others and show we care.	We can name and manage our feelings so we can be our best.
Students' ability to have healthy friendships, resolve conflict, accept differences, and work productively and collaboratively with others.	Students' ability to take initiative, stand up for themselves without hurting others, seek help, and succeed at challenging tasks.	Students' ability to motivate themselves to take action, and choose positive solutions to problems.	Students' ability to recognize and understand others' emotions, appreciate and value diversity, and show care for others.	Students' ability to recognize and regulate their emotions and behaviors in order to be successful.

"For students to feel safe, physically, socially, and emotionally, they need to know what the boundaries are and that the rules are being applied consistently. They also need to take comfort in the idea that everyone makes mistakes."

-Responsive Classroom, Empowering Educators

Guidelines for Public Discussions

Remember our Core Values

- Excellence and Innovation in Teaching and Learning
- Respect for Every Individual
- Collaboration and Community

Our goal is to learn about the overall beliefs and systems

- Conversations about specific situations and individual students should take place privately



Thinking About My Behavior

CARES Systems - Student Version

Common Disruptive Behaviors

- Negative or rude gestures or body language (sticking out tongue, making faces, rolling eyes)
- Talking negatively about someone (teasing, name calling, starting or spreading rumors)
- Distracting others
- Poor sportsmanship
- Mistreating others' property

Repetitive & Chronic Behavior

Behavior that repeatedly interferes with learning and logical consequences were unsuccessful.

- Repetitive Behavior - Actions or patterns that are repeated frequently over a short period of time.
- Chronic Behavior - Actions or patterns that persist over a long period of time and are often difficult to change.



Core Values Behaviors

- Being helpful
- Taking turns
- Asking for what you need
- Problem solving
- Agreeing and disagreeing respectfully
- Following through on expectations
- Thinking before you act
- Show care for others' feelings even when it's hard
- Using strategies to manage emotions
- Follow the Group Plan

Extremely Unsafe Behavior

- Dangerous: Hitting, kicking, throwing objects
- Destructive: Breaking or damaging materials, equipment, displays
- Discriminatory: Using racist or discriminatory language

Categories of Behaviors

CARES Systems - Staff Version

We respond to off-task behavior and misbehavior.

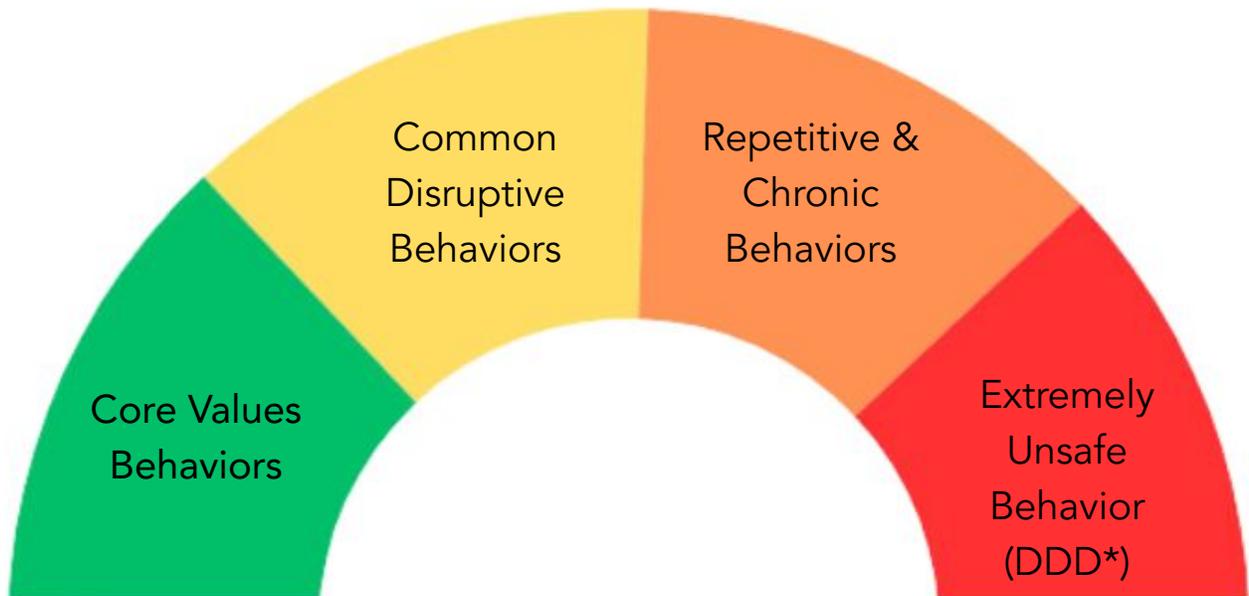
GOAL: To handle off-task behavior and misbehavior respectfully, and to help the student get back on task, repair any damage caused, and develop self-discipline so as to prevent similar problems in the future.

Use non-verbal cues, Remind, Redirect, Use logical consequences

We study repetitive and chronic behaviors.

GOAL: To understand the student's particular behavior and address it with the modified or individualized practices that help the student develop self-regulation and self-control; to help the student learn which strategies for returning to positive behavior work for them.

Make a plan to problem-solve and set a goal with the student, try short-term interventions, partner with caregivers, identify lagging skill and how it can be taught, consult with the grade level team, Community Support Team (CST), the Instructional Coach or another colleague.



We create a safe and predictable learning environment.

GOALS: To lay the foundation for a safe and positive learning community.

We prevent off-task behavior and misbehavior.

GOAL: To establish rules and hold students to those rules in a proactive, firm, fair and consistent manner.

We have a plan for managing outbursts.

GOAL: To de-escalate or interrupt behavioral or emotional outbursts, and to draw on community support to help a student regain self-control at the point of escalation.

- Use non-verbal cues, Remind, Redirect, Use logical consequences
- Call Safety Care
- Notify Administrator

*Dangerous, Destructive, Discriminatory

Responsive Classroom Language

Reinforcing Language	Reminding Language	Redirecting Language
<p>You paid attention to...</p> <p>Did you notice...</p> <p>I see..</p> <p>I hear..</p> <p>Because you... your work...</p> <p>You remembered...</p> <p>One of the reasons we were successful was...</p>	<p>What will it look like/sound like when...?</p> <p>What might help you...?</p> <p>Show us how...</p> <p>How do you...?</p> <p>Who can tell us...?</p>	<p>Focus on...</p> <p>We'll begin when...</p> <p>Pause. Get started on...</p> <p>Stop and listen.</p> <p>Eyes on me.</p> <p>It's time to...</p>

Logical Consequences

Logical consequences are respectful of the student, related to what happened, and realistic to follow through on.

Loss of Privilege	Break It, Fix It	Time Out
<p>Privileges are opportunities to follow classroom rules autonomously. When a student is not being responsible with that privilege, they lose it.</p> <p>Not just about losing the privilege, also about giving the opportunity to try again.</p>	<p>Taking responsibility for an action, intentional or not, and doing something to fix the mistake.</p>	<p>Chance to regain self-control in order to be a positive member of the class community.</p> <p>Emphasis on self-regulation rather than on punishment or shame.</p>

Support

- **School-wide Expectations:** CARES (*Cooperate, Advocate/Ask, Responsibility, Empathy, Self-control*)
- **Responsive Classroom:** All LPS staff are trained in this evidence-based approach to teaching and discipline
- **Connections:** Morning Meeting time that includes time to learn about and practice social skills.
- **Community Meeting** is a monthly gathering to build connections within our school community.
- **Second Step** is an empirically based curriculum that offers a holistic approach to building supportive communities for every child through social-emotional learning.
- **Community Support Team (CST)** is a collaborative effort to understand and plan for non-academic student needs. The team includes administrators, members of the mental health team, the school nurse, and teachers.
- **Partnering with Caregivers** to ensure we have a shared understanding of how a child is presenting in school and that we are making a collaborative effort to support them with their goals.
- **Recess Support** is assigned to provide support when students need support navigating unstructured social situations at recess.
- **Counseling/social skills support** for students identified as needing small group or individual support with a member of our Mental Health Team.
- **Collaborative and Proactive Solutions Training** is an evidence-based model of problem-solving that can reduce conflict and improve behavior.
- **Logical Consequences** (determined by staff) which could include a loss of privilege, "break it-fix it", or a time-out.
- **Disciplinary Consequences** (determined by an administrator) which could include (but is not limited to) a range of responses from a loss of privilege, a meeting with caregivers, the creation of a success plan, to in- or out-of-school suspension.