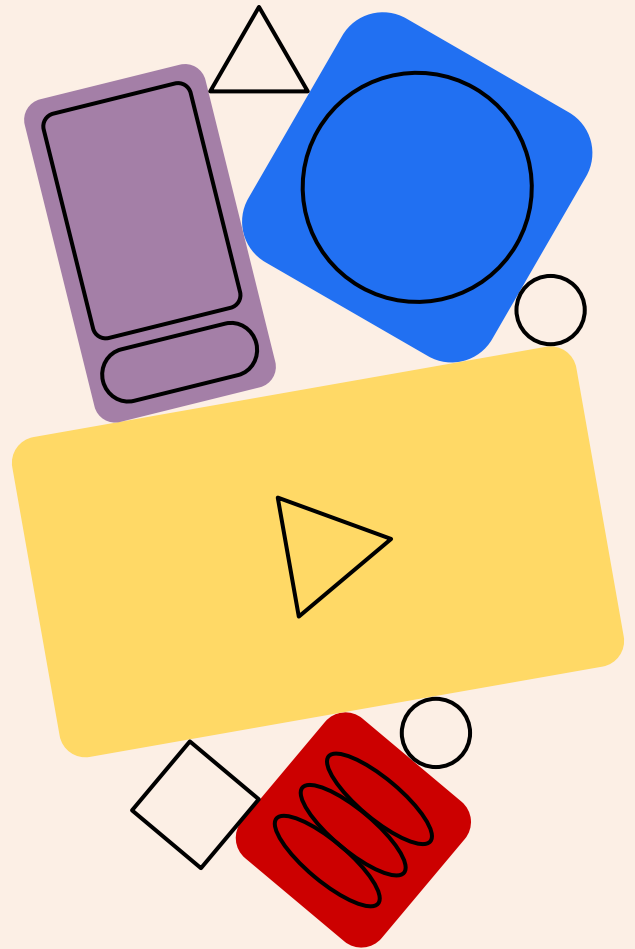


Behavior Systems and Supports



Overview & Meeting Objectives

- Provide clarifying definitions and information around behavior, bullying, etc
- Discuss research-based information about school disciplinary measures
- Provide results from recently administered student survey
- Discuss Woodside's systems for positive behavior supports, including the school's specific responses to various behavioral and disciplinary issues
- Discuss how parents can partner with school and each other to support students
- Answer questions (presubmitted and real-time) about behavior, bullying, etc.

Meeting Norms

- **Respect Confidentiality**
 - Do not share identifiable information about individual students, staff, or families
- **Assume Positive Intent**
 - Everyone in attendance tonight wants what is best for students
 - Approach the conversation with curiosity, not judgment
- **Engage Respectfully, Even When We Disagree**
 - Even when one might disagree, use respectful language, tone, and body language
- **Maintain Focus on Shared Goals**
 - Keep students' well-being, growth, and success at the center of the conversation

Definitions and Pertinent Information

Bullying: California Education Code §48900(r) defines bullying as severe or pervasive acts, including electronic communication, that could cause fear of harm, negatively impact a student's health or academic performance, or interfere with their ability to participate in school. This definition explicitly includes cyberbullying, such as social media posts and text messages.

Multi-Tiered Systems of Support (MTSS): framework schools use to provide academic, behavioral, and social-emotional support to all students through data-driven decision-making. It integrates high-quality instruction and interventions, with increasingly intensive support offered across multiple tiers, ensuring that every student receives the necessary help to succeed.

Social Emotional Learning (SEL): process for teaching students the skills to manage their emotions, set goals, build positive relationships, and make responsible decisions, ultimately supporting success in school and life. It encompasses five core competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. SEL is not a separate subject but is integrated into the curriculum to foster academic success, promote positive behavior, and create a supportive learning environment.

Definitions and Pertinent Information

Restorative Practices: Restorative Practices is an approach intended to strengthen relationships between individuals and improve social connections within communities. Restorative Practices are used in conflict resolution, creating dialogue, bridging gaps across divided groups, and building cultures where all members have a voice, work more effectively together, and become more innovative.

In schools, Restorative Practices positively impact student behavior and school climate. They create a sense of belonging, minimize harm, and support student learning while cultivating students who are better equipped to navigate complex challenges, self-regulate, manage conflict, and become better citizens. They uncover the root causes of conflict and create a space to facilitate complex conversations to minimize harm, repair relationships, and identify solutions.

Suspension: Temporary removal of a student from the educational environment due to a serious violation of school rules.

Suspension has been shown to not be an effective way to curb student behavior (purely punitive)

Expulsion: Permanent removal of a student from their current school as a disciplinary action, often due to severe or repeated rule violations like possessing weapons, selling drugs, or engaging in repeated aggressive behavior.* Schools and School District are still responsible for the schooling and education students who have been expelled from their school*

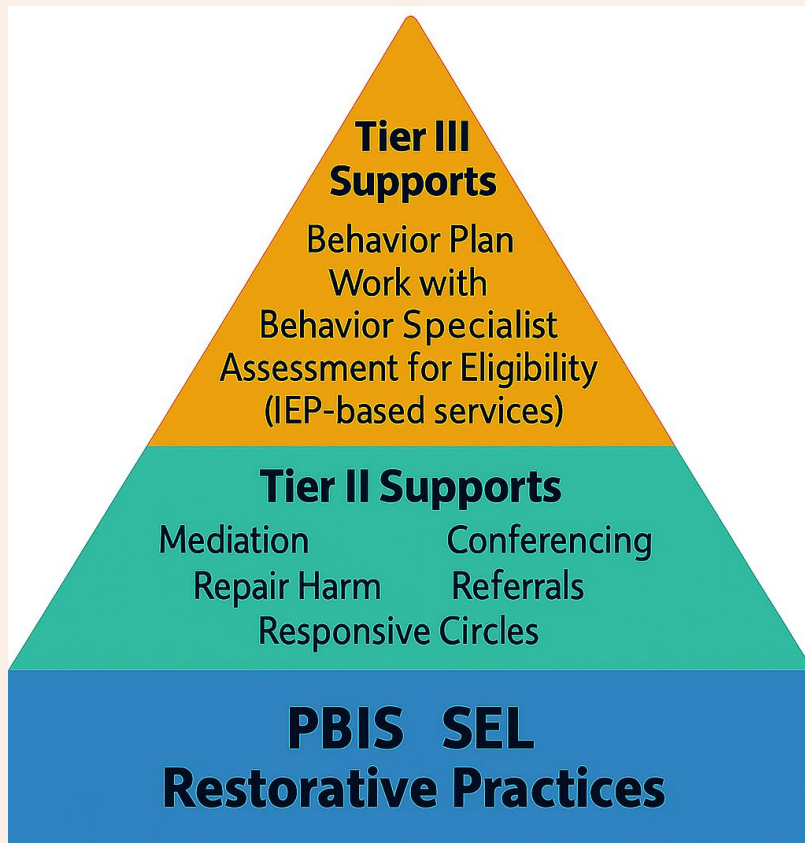
Exclusionary Discipline: Use of suspension and/or expulsion for disciplinary response

Research: Ineffectiveness of Exclusionary Discipline

Decades of multidisciplinary research on exclusionary discipline indicates failure of these methods in six general areas:

- Increased recidivism, not deterrence
- Severe academic decline and dropout risk
- Causal link to the criminal justice system
- Health and psychological harm
- Profound systematic bias
- Failure to improve peer outcomes

MTSS (Multi-Tiered System of Supports)



Promote Positive Behavior (Tier 1)

Social Emotional Learning (SEL) – Whole Child Scope and Sequence

- *Institute for Social and Emotional Learning (IFSEL)* – training, curriculum
- *Wayfinder* – Curriculum Grades 6–8 (part of Wheel)

Positive Behavior Interventions and Support (PBIS) – explicit rules and rewards for positive behaviors (5:1 rule)

- Wildcat Way (Safe, Respectful, Responsible)
- Wildcat Way Cards / WILD Cards
- Friday Free Ice Cream Drawing and Monthly Line Up Recognition+Certificates

3rd Grade

CASEL Competencies:
 Self-Awareness ●
 Self-Management ●
 Responsible Decision-Making ●
 Relationship Skills ●
 Social Awareness ●

DEI Theme Calendar	Community <i>Inclusion, Friendships, Relationships</i>	Responsibility / Kindness <i>Accountability, Agency</i>	Gratitude <i>Compassion, Perspective Shifting, Humility</i>	Celebration <i>Diversity, Identity, Traditions</i>	Growth <i>Introspection, Reflection</i>	Respect <i>Pace, Boundaries</i>	Action <i>Equity, Justice, Courage</i>	Dedication <i>Perseverance, Vulnerability</i>	Inspiration <i>Hope, Growth Mindset</i>
	T1			T2			T3		
Core Skills	Lesson			Lesson			Lesson		
Identifying Problems	- Kind Deeds (game) ● - PE - similarities and differences "I Like My Neighbor" ● PE - Compliments and Encouraging Words ●			- Resolutions (growth) ● - Black History Month biographies, 6 word memoirs, slide shows (respect) ● 6 word memoirs (reflection, growth) ● - Identity ●			- Option essays (action, dedication) ● - Design a Room ●		
Analyzing Situations	Stand Tall Molly Lou Mellon (kindness) ●			- Silent Line Up Challenge ● ● ● ● ● ● - Two Truths and a Lie ● ● ● ● ● ● - Bummer, Glitch, Disaster ●			- Identity (What's in the Bag) ● - Leaving Scars Activity (kind words matter) ● ● - Slam Posters ●		
Solving Problems	- One by Kathryn Otoshi ● ● - Mindful Breathing Techniques ● ●			- Mumball (cooperation) ● ● ● ● ● ● - Emotional Thermometer ● ● ● ● ● ●			- Hatching Chickens (leadership, empathy, responsibility, dedication) ● ● ● ● ● ● - Yes, And... game (inclusion, overengagement) ● ● ● ● ● ●		
Evaluating	Thumb-o-meter ●			Rosebud/Thorn ● ●			Identity (I am Poem) ●		



This is the Way!

Date:

The Wildcat Way

Full Name:

Grade:

Room #:

Staff Signature:

Promote Positive Behavior (Tier 1)

Restorative Practices:

Focus on the harm caused by behavior, not just the rule. Emphasis on the human aspects of behavior

Foster and grow accountability as responsibility: The person who caused harm must understand the impact of their actions on others and take steps to repair the harm

Strengthen relationships: Repair damaged relationships and reintegrate the student who caused harm back into the school community

Proactive Strategies:

- ★ Community circles
- ★ Restorative language
- ★ Teaching and development of social-emotional skills
 - Empathy
 - Conflict Resolution
 - Belonging

Promote Positive Behavior (Tier 1)

Restorative Practices

Reactive Strategies

- Restorative questions
- Restorative Conferences/Circles
- Repairing the Harm

The outcome is a concrete plan focused on making amends–this could include general apology, a commitment to behavior change, replacing damaged property, or a specific task to rebuild trust. This is a learning experience not just a penalty.

The Back Up System (Tier 2)- Lower School

Office Managed Referrals – Staff will send student to office, ideally with one of these forms

Lower School Principal meets with the student(s) involved; address the root cause of the behavior and repair the harm (Think Sheets and other behavior tools)

Family contact and coordinated effort to reinforce positive behavior and repair any harm

Event is **recorded in school data analytics system – severe harms** (fights, assault, harassment) with consequences (suspensions, expulsions) must be **recorded in statewide database**. School is held accountable for rise in these numbers for all students or subgroups

Woodside Lower School Office Referral Form					
Student Name: _____		Room #: _____		Date / Time _____	
Referred By: _____		Grade: TK K 1 2 3 4 5			
Location (Circle)	Classroom	PE (Outdoor)	Restroom	Hallway	Sellman
Lunch Area	Field	Blacktop	Play Structure	Field Trip	Library

Minor Referral (Staff Managed)	Major Referral (Admin. Managed)	Possible Motivation
Inappropriate Language Physical Contact Defiance Disruption Property Misuse Lying/Dishonesty 	Abusive Language Physical Aggression Intentional Disrespect of Peers Intentional Disrespect of Adults Threat (verbal or physical) Vandalism Provoking Problem Behavior 	Peer Attention Adult Attention Task Avoidance Avoid Peers Avoid Adults Unknown Other _____

Facts of Event / Others Involved:

Corrective Actions Taken / Next Steps:

First Referral: 	Second Referral: Parent Contact: Date _____ Time _____
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Administrative Action (Major Referral Only):
☐ Conference with Student
☐ Snack / Lunch Detention
☐ Parent/Family Contact

☐ Assigned Time Out
☐ In School Suspension
☐ Parent Conference

☐ Prior Behavior Plan developed
☐ Counseled
☐ Take Home Restorative Form

The Back Up System (Tier 2)- Upper School

Referrals – When behavior is escalated or lower interventions fail, teachers may choose to issue a referral. The referral is a restorative process where the student meets with the teacher during lunch to debrief the event/behavior and reflect together to repair the harm done. After the conversation, the student writes up their reflection and sends it to their parents, the teacher, and the Upper School Principal.

If the behavior is severe or pervasive, Upper School Principal will meet with students, families, and teachers to discuss the need for further mediation, conferencing, or disciplinary action (suspension, expulsion).

All events are **recorded in school data analytics system** – **severe harms** with consequences (fights, assault, harassment) must be **recorded in statewide database**. School is held accountable for rise in these numbers for all students or subgroups

Upper School Referral: Restorative Questions		
		
The purpose of this exercise is to help you to reflect on the incident that occurred and to think about the impact that the situation had on yourself, others, and the learning environment. This is an opportunity for learning and growth. Please take your time to respond to each of the following questions in detail. Each response should use complete sentences and be multiple sentences in length.		
Name:	Class/Location of the Incident:	Date:
1. Describe what happened:		
2. What were you thinking at the time?:		
3. What have you thought about since?:		
4. Who has this affected and in what way? (Consider teachers, peers, yourself, the overall learning environment, etc.):		
5. What do you think needs to happen next in order to make things right?:		

Intensive Behavior Supports (Tier 3)

- Referral to BCBA (Board Certified Behavior Analyst) who is Woodside's behavioral expert
- BCBA determines consultative or direct services
- Increasing student and teachers' "tool boxes"
- Positive Behavior Intervention Plans
 - Determine functions of the behavior in question
 - Replace the undesired behavior so that student needs can be met in an appropriate way
- Special Education Referral: Although Behavior alone cannot be the basis for a referral or eligibility for special education

Families as Partners

How can families partner with the school and each other to help support a positive school climate for all?

- Use similar language at home and school. (Repair harm, impact,
- Help keep gossip at bay
- Keep open lines of communication with other families
- Trust that the school has your child's best interests in mind
- Reinforce the school discussion at home
- Give all students the chance to change and grow
- Assume best intentions

Thank You