



Classroom Management School Board Workshop

August 23, 2021

Vision

Red Wing Public Schools strives to provide an innovating and meaningful educational experience that fosters curiosity; pursues and applies best practice; **embraces diversity by respectfully engaging all students, families, and staff**; connects and partners with our community.

Mission

The mission of the Red Wing Public Schools is to educate and inspire all students as they realize their full potential and become respectful, responsible, and productive citizens.



Core Values - How do we live these?

Respect - We act in a way that demonstrates how much we value each other

Responsibility - We keep our promises & follow through on what is expected of us

Pride - We are proud of our history & who we are becoming

Safety - We work for the well-being & care of each other

Community - We welcome all & recognize the whole as the sum of our diverse parts



RWPS Educational Plan Strategic Directions 2019-2025

Direction 1: Providing excellent educational opportunities to enhance student learning and engagement with proven instructional strategies and technology integration

Direction 2: Focusing instruction and professional growth on improving student learning and engagement

Direction 3: Creating a responsive, safe, open and respectful environment across all schools and programs

Direction 4: Providing high quality efficient services through the strategic investment and allocation of resources



Workshop Objectives

Our objective is to improve awareness of the school district's strategies around classroom management and around our recruitment and hiring practices.





2021-2022 Focus (Year 3)



- Cohesive Systems
- Positive Relationships
- High, Equitable Expectations
- Effective Tier 1 Practices
- Data Systems

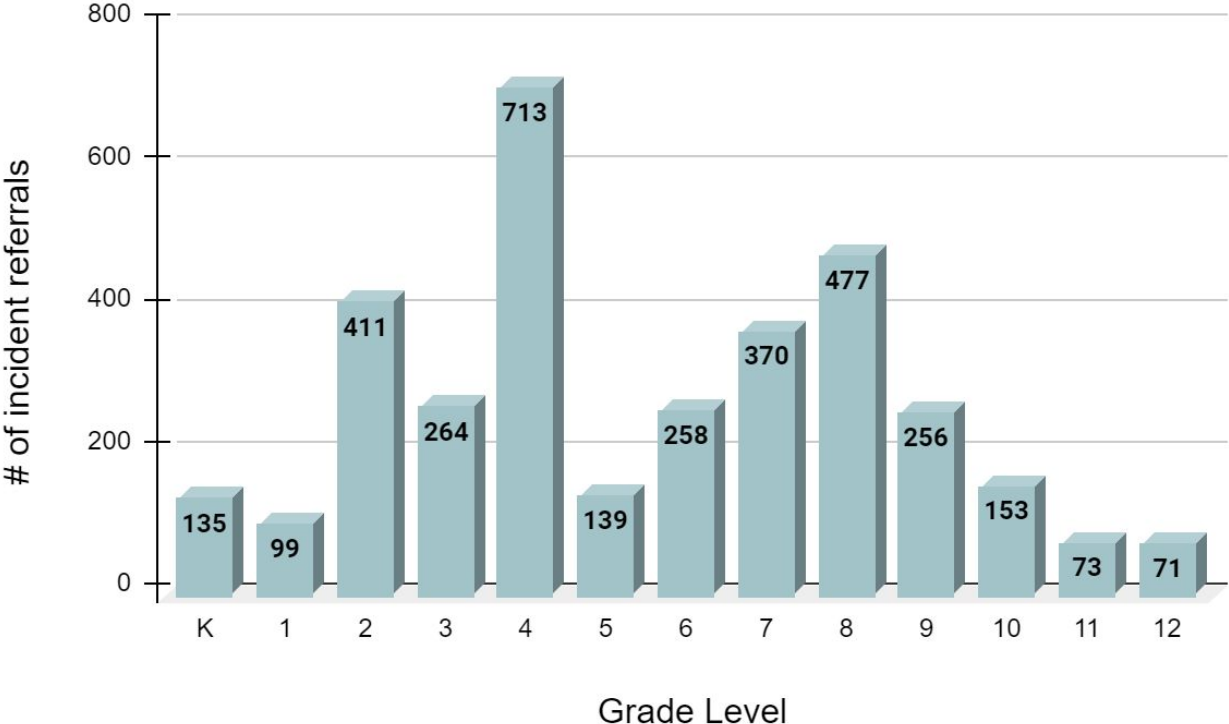




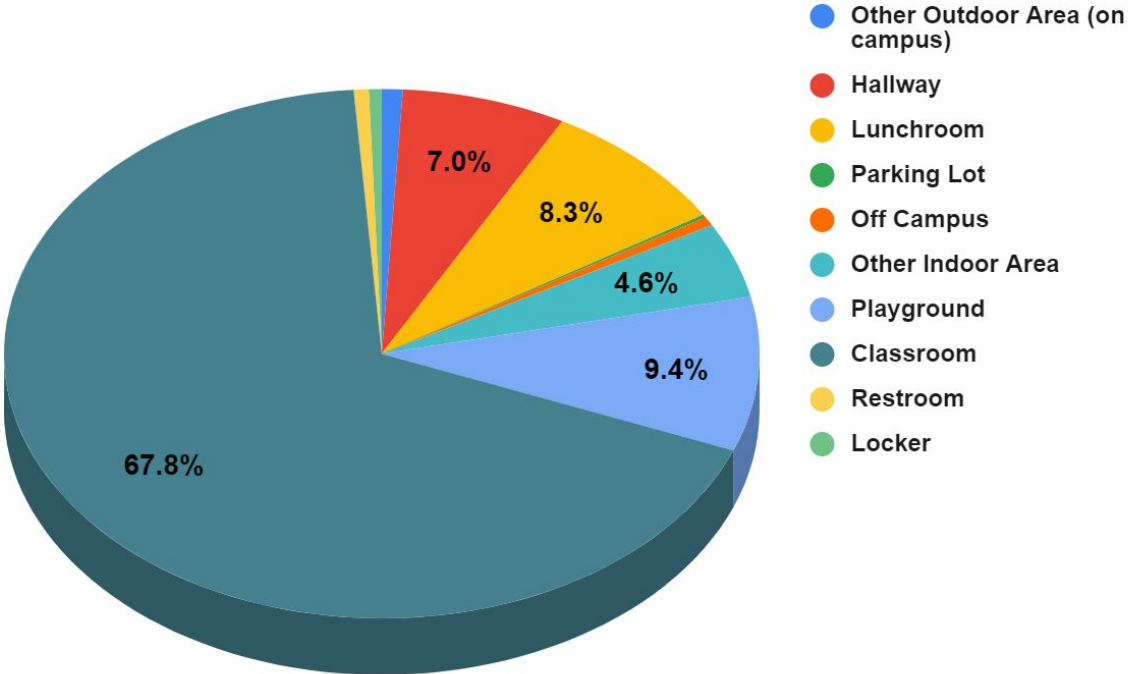
Establishing Baseline Data

- Baseline data are initial measurement data collected prior to beginning program implementation
- The value of having a baseline:
 - Serves as a point of reference
 - Demonstrates change over time
 - Helps monitor progress
 - Can help highlight areas a program hopes to improve

Incident Referrals 19-20

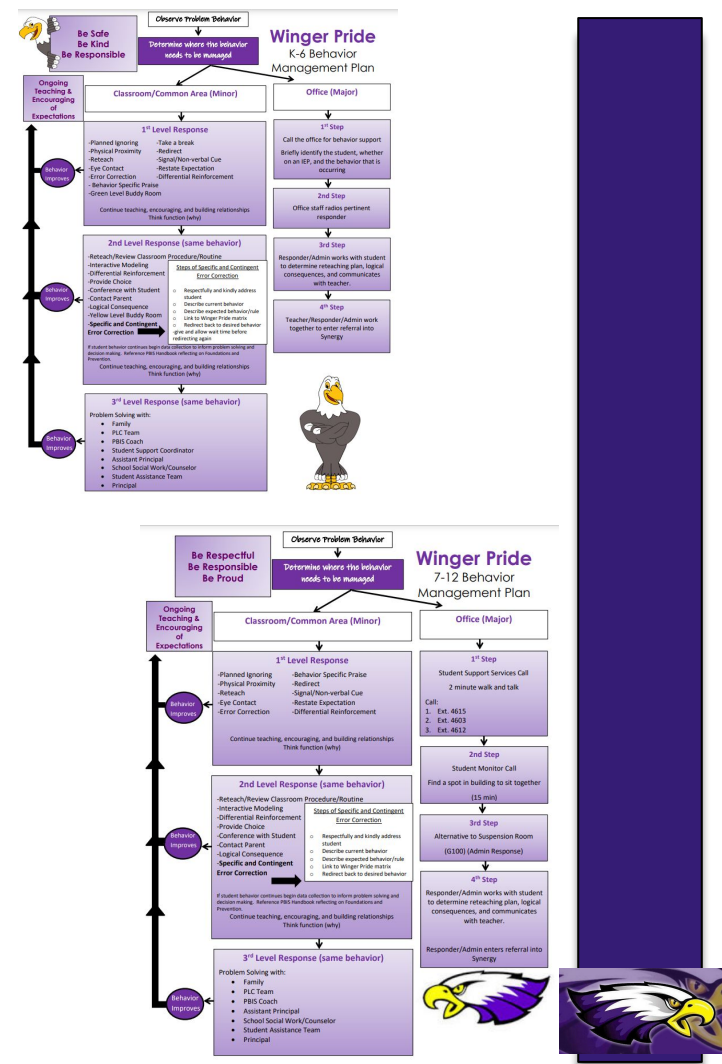


Location of Incidents Across the District 19-20



Cohesive Systems

- PBIS Staff Handbook
- District-wide definitions of majors & minors
- District-wide major & minor referral entry system
 - Separating majors from minors
- K-6 matrices & 7-12 matrices
- K-6 & 7-12 Behavior Management Plan
- K-6 shared Winger Pride Plan



Positive Relationships

- K-12
 - [Calm Classroom](#)
 - Behavior Specific Praise focus
- K-6
 - Morning Meeting
 - Winger Pride Tickets
 - Winger Pride Awards
 - Responsive Classroom practices
- 7-12
 - Responsive Advisory 7-8
 - Winger Grams
 - Winger Pride Postcards




- 5 to 1 ratio
- Research indicates that you can improve behavior by 80% just by pointing out what someone is doing correctly.



High, Equitable Expectations

Shared expectations & language in all spaces.


	Hallway	Playground	Bathroom	Cafeteria	Classroom	Office	Bus
Be Safe	<ul style="list-style-type: none"> Stay to the right Body to self Follow directions Walking feet Eyes forward 	<ul style="list-style-type: none"> Body to self and objects to self Follow directions Use equipment safely Wait your turn 	<ul style="list-style-type: none"> Eyes and body to self Feet on the floor Keep water and soap in the sink Wash hands for 20 seconds 	<ul style="list-style-type: none"> Hands and feet to self Follow directions Two hands on tray Pay attention Move Safely 	<ul style="list-style-type: none"> Follow directions Use materials appropriately Use walking feet Body to self 	<ul style="list-style-type: none"> Enter with walking feet Body to self 	<ul style="list-style-type: none"> Body to self and belongings to self Follow directions Stay seated facing forward Cross in front of the bus
Be Kind	<ul style="list-style-type: none"> Voice Level 0-1 Maintain personal space Smile with your eyes and wave to acknowledge adults and peers 	<ul style="list-style-type: none"> Voice Level 2-3 Show good sportsmanship Share and take turns Include others 	<ul style="list-style-type: none"> Voice Level 0-1 Wait your turn Allow privacy 	<ul style="list-style-type: none"> Voice Level 1-2 Use manners Include others 	<ul style="list-style-type: none"> Voice Level 0-2 Attention on speaker Allow others to learn Use encouraging words Listen to other's ideas Share and take turns 	<ul style="list-style-type: none"> Voice Level 0-2 State your request/ask question Be polite Wait your turn 	<ul style="list-style-type: none"> Voice Level 1-2 Use kind words
Be Responsible	<ul style="list-style-type: none"> Keep hallway clean Admire items with eyes only 	<ul style="list-style-type: none"> Put equipment away Nature stays in nature Things on the ground stay on the ground Ask for help 	<ul style="list-style-type: none"> Get to business Flush Wash your hands Keep it clean 	<ul style="list-style-type: none"> Clean up after yourself Place garbage carefully Raise hand for help 	<ul style="list-style-type: none"> Keep your space clean Whole body listening Ask questions Ask for help Do your work Do your best 	<ul style="list-style-type: none"> Use office materials correctly 	<ul style="list-style-type: none"> Keep belongings in backpack Watch for your stop Line up quickly



Winger Pride K-6
SCHOOL-WIDE EXPECTATIONS

Voice Levels 0 - Voice Off 1 - Whisper Voice 2 - Normal Voice 3 - Outside Voice

	Hallway	School Events	Bathroom	Cafeteria	Classroom	Bus
Be Respectful	<ul style="list-style-type: none"> Voice Level 0-2 Maintain personal space Use cordial language 	<ul style="list-style-type: none"> Voice Level 0-3 Dress for event Follow directions 	<ul style="list-style-type: none"> Voice Level 0-1 Wait your turn Allow privacy 	<ul style="list-style-type: none"> Voice Level 1-2 Use manners Include others 	<ul style="list-style-type: none"> Voice Level 0-2 Follow directions Use cordial language Allow others to learn Listen to other's ideas Share and take turns 	<ul style="list-style-type: none"> Voice Level 1-2 Stay in your seat Follow bus rules Keep aisle clear Use cordial language
Be Responsible	<ul style="list-style-type: none"> Move safely Be on time Have a hall pass Sign out if leaving and use door #1 	<ul style="list-style-type: none"> Take ownership of actions 	<ul style="list-style-type: none"> Flush Wash Hands Return to class promptly 	<ul style="list-style-type: none"> Follow line procedures Stay in designated area 	<ul style="list-style-type: none"> Be prepared Be on time Use materials correctly Do your work 	<ul style="list-style-type: none"> Be on time Watch for your stop
Be Proud	<ul style="list-style-type: none"> Keep hallway clean 	<ul style="list-style-type: none"> Show good sportsmanship Show positive school spirit Support teammates 	<ul style="list-style-type: none"> Keep bathroom clean 	<ul style="list-style-type: none"> Putting away trays Pushing in chairs Picking up garbage 	<ul style="list-style-type: none"> Keep your space clean Ask questions Ask for help Help others Do your best 	<ul style="list-style-type: none"> Pick up after yourself Help others



Winger Pride 7-12
SCHOOL-WIDE EXPECTATIONS

Voice Levels 0 - Voice Off 1 - Whisper Voice 2 - Normal Voice 3 - Outside Voice



Effective Tier 1 Practices

- Morning Meeting
- Shared Expectations
- Shared Language
- Interactive Modeling
- Positive Teacher Language
- Logical Consequences
- Classroom Organization
- Advisory
- Problem-solving Strategies
- Settings
- Routines
- Supervision
- Opportunity
- Acknowledgment
- Prompts & Pre corrections
- Error Correction

*additional information can be found in the PBIS staff handbook and website



Tier 1 Monthly Focus

Monthly focus will be measured through teacher self-assessment and classroom walkthroughs.

- **September:** Physical Environment
- **October:** Classroom Teaching Matrix
- **November:** Active Supervision
- **December:** Encouraging Appropriate Behavior
- **January:** Continuum of Responses to Inappropriate Behavior
- **February:** Engagement and Opportunities to Respond



Data Systems

- System that enhances tracking, analysis & desegregation of data
- Striving for interrater reliability in classroom management
- Teacher A & Teacher B will see the same behavior & report it the same way.



Thoughts & Questions

