

Faulconer Chapman School

Board Report

May 2020: Views from FCS

Elementary Distance Learning:

FCS is planning to move forward with a modified end of the year plan. First, the team will be planning and promoting kindergarten registration for next year both online and by giving out packets. For our current students, this year's kindergarten students will do a drive through graduation at FCS in June. The tentative date is Thursday June 11th, at 6pm and we will have each class assigned to a time slot in the evening where families can see their teacher and be recognized. The plan will be to have families bring their car in with the kindergarten student and pick up their certificate and take a picture with their teacher.

The teachers and students are now in a more comfortable instructional groove. The school has received back paper packets and teachers are hearing from most of their students at each grade level. The elementary building only has a few dozen families that are using paper packets, while most participate with our electronic programming. The school is maximizing our ability to reach students and our staff continues to work hard to meet their students' needs. I want THANK all of the teachers and support staff for working hard as they are learning new platforms of instruction, doing jobs they do not normally do and they will continue to support our students over the next five weeks.

FCS K-5 staff has done an excellent job embracing distance learning. Upon hearing ODE's plan, our staff moved quickly to prepare content in multiple formats for our students while maintaining connection and care for our families. Currently, our grade level teams are preparing content in both online and paper pencil format. They are sharing this content with students and families at the beginning of each week. Most grade level teams are then hosting zoom meetings and reaching out through dojo, email, phone calls, or mail. We are asking families to share their student's work with us so we can provide feedback in the best way possible given the circumstances.

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MS Updates

We are continuing to support our students through distance learning. Each week more students are re-engaging with their teachers. We have had some very well attended class meetings and morning meetings. Our hope is to connect regularly with 100% of our students and provide any supports our kids need for their learning. Our staff has been working to provide distance learning materials both online and through packet form. About 80% of our students are online and interacting regularly. One teacher, when asked to describe how the staff have taken on the task of distance teaching,

“Teaching these past two months has galvanized staff and students. I've been very impressed to see how the middle school staff have adapted to distance learning, and how students are working to interact with us in a new way. I understand that access to some students has not been equitable, but we are going to help everyone together. Administrators have shown true leadership during this time, and I appreciate their hard work.”

We have a tentative plan of holding 8th grade promotion on Wednesday, **June 10th in the evening**. We are also working on 5th grade recruitment for them to join AVID in the fall. There is also the possibility of 5-7 grade forecasting to take place before school is out in June.

ARC

The ARC has been providing SEL instruction for 3rd-5th grade students. Sanford Harmony has put out amazing at home resources to meet students and families where they are at while continuing to keep it free. While we have not been able to meet with our students the way we are used to, we have been able to strengthen relationships with families and connect when problems arise.

PAX

- PAXIS has created the attached recipe card for Random Sticks.
- Using Random Sticks to select favorable and unfavorable tasks at random ensures that children feel they are being treated fairly.
- When a child feels as though they are being treated unfairly, it affects their willingness to give us the behavior we are asking for.
- Random sticks can be used to assign chores or tasks, choose groups, select next activity, etc.

Random Sticks



"That's not FAIR!" When children believe they are being treated unfairly it can result in complaining and arguments. Use Random Sticks to avoid conflict and increase the peace! Draw sticks to decide favorable and unfavorable tasks, like who gets to pick the next song, or who has to take out the dog.

1. Write the name of all of the kids and even the adults on individual popsicle sticks or slips of paper and place them in a cup.

2. Instead of choosing or taking turns, pick a stick. Read the name, and return it to the cup.

3. Let the children pick the stick sometimes. This shows just how "fair" it is.

4. Compliment everyone for being a good sport, even when they didn't get picked or had an unwanted task.

This tested and proven strategy increases feelings of fairness and helps children build resilience. Random Sticks improve trust, compliance, and dealing with disappointment. This increases peace, productivity, health, and happiness at home!

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Low Emotional Responses

“Stop it!” “Be quiet!” When we pay a lot of attention to mistakes and misbehavior it can actually cause more misbehavior and conflict. **Low Emotional Responses** allow adults to give neutral, private feedback to children without embarrassment or interruption of an activity.

1. Pick some non-verbal cues for both positive and negative feedback. This could be a **thumbs up**, a hand on the shoulder, or some other agreed upon sign. _____
2. Talk about **expectations** for an upcoming activity and how you will use your non-verbal cues. _____
3. During an activity, use your non-verbal cues to remind children of expectations. Use **positive cues** more than negative cues. _____
4. **After the activity**, talk with your child about how they did. Compliment them for times you noticed they **responded to cues**.

This tested and proven strategy helps adults give immediate feedback to a child **without getting emotional**. When we give **more attention to the behaviors we do want** and less attention to the behaviors we do not want, children learn there is a greater reward for behaving well. **Low Emotional Responses increase the peace, productivity, health, and happiness for everyone!**

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INSTRUCTIONS FOR USE OF LOW EMOTIONAL RESPONSES

We can reduce misbehaviors by responding to them with a low emotional response. Low emotion or private reprimands help give corrective feedback without intense emotion.

Use low emotional responses any time you need to cue children to correct their behavior or discretely reinforce a corrected or positive behavior.



PAX Kernels for Online Learning and Virtual Classrooms Official Guidelines



* The following is a guidance document for PAX trained teachers to effectively apply PAX Kernels in virtual and/or online classrooms. For parents and caregivers, please refer to PAX Tools™ which employs the same science for use in home and community settings.

For more information on PAX Tools, please visit www.paxtools.org.

PAX Vision:

Creating a PAX Vision for your virtual classroom and online assignments is essential. Now more than ever, helping our kids feel safe is extremely important. For some students, the positive, safe, supportive, and predictable environment of your classroom was a foundational support to their emotional well-being. As much as possible, we want to provide that same support system to them as we navigate this new virtual environment.

One of the most effective ways to accomplish this is to create a PAX Vision of your virtual classroom and for your online assignments. Just as you would in your regular classroom, it is important to revisit your Vision with your students frequently. This helps to create that safe and supportive culture and lays out the agreed upon expectations. It gives the students (and you) a voice in determining the culture of your virtual classroom. It also provides the necessary structure to allow the learning to focus and the students feel safe. If everyone knows the structure and expectations and can predict what is going to happen, then we all feel safer and the amygdala is less likely to activate.

You can use the PAX Vision to help students maintain and generalize the PAX behavior by using *predict, monitor, reflect* for each activity. Before beginning the virtual classroom or online assignment, go back to the PAX Vision and review the PAX behaviors and the possible spleems that might occur, remembering to elicit these from your students if it is possible. During the virtual assignment, give positive feedback and appropriate redirection**. In other words, monitor. Finally, when the assignment or lesson is complete (or when you virtually meet again) reflect on how things went by identifying PAX and spleems. Doing all of these steps helps students generalize the acceptable/positive behaviors and feel safe because of the predictable structure.

**If spleems occur, try cuing OK/Not OK to the whole group with a reminder of the PAX behavior identified in the PAX Vision.

PAXIS recommends providing PAX Tools recipe cards for families and caregivers to create *Shared Vision* for home-based activities.

PAX Leader:

Behavior Specific Praise is one of the most effective ways to modify behavior, increase teacher to student relationships, and promote safety in any environment. PAX Leader is the primary vehicle for Behavior Specific Praise (BSP).

BSP requires these three steps:

1. Say the student's name.
2. Say the specific behavior the student did.
3. Tie the behavior to a cultural norm.

UPCOMING EVENTS:

None

Promotion - Wednesday June 10thTBD

Kinder Graduation - Thursday June 11h @ 6pm - FCS