



Climate and Culture

Mr. Klemash



Topics of **Tonight**

- Bullying/Conflict
- Code of Conduct
- Act 248 and 249
- PBIS

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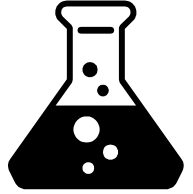
A little bit about me...



Climate Liaison?

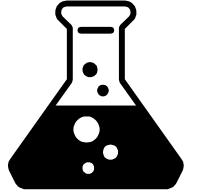


Climate Managers
Climate Liaisons << This is Me
Student Climate Staff



What I Do

- Cafeteria
- Investigate bullying
- Proactively deter/respond to behavior/Discipline
- PBIS Rewards Lead
- Assist teacher with Multi-Tiered System of Supports (MTSS)



My Job Is...

- Extremely Rewarding
- ...Also very fun
- ...it can be very awkward...
- But given my background I try not to be



What I Focus On

- Provide an experience at FJC that your child will be excited to participate in
- Providing opportunities for Middle Schoolers to feel like Middle Schoolers
- Advocating to District for said opportunities



Bullying vs. Harassment vs. Conflict

- Harassment shall consist of verbal, nonverbal, written, graphic or physical conduct relating to an individual's sex, age, race, color, sexual orientation (known or perceived), gender identity expression (known or perceived), national origin/ethnicity, religion, disability, English language proficiency, socioeconomic status and/or political beliefs. Harassment does not have to include intent to harm, be directed at a specific target, or involve repeated incidents.
- A single incident of harassment may implicate more than one protected class. For example, a student may be targeted because of his/her race and sexual orientation.
- Conflict is defined as the disagreement between individuals or groups regarding ideas, interests, principles, and values within the school community, perceiving the parties their interests as excluded, although they may not be.



Bullying vs. Harassment vs. Conflict

- Bullying: An intentional electronic, written, verbal, nonverbal, psychological or physical act or series of acts directed at another student or students, which occurs in and/or outside a school setting, that is severe, persistent, or pervasive and has the effect of doing any of the following: .
 1. Substantially interfering with a student's education;
 2. Creating of a threatening school environment; or
 3. Substantially disrupting the orderly operation of the school.



Code of Conduct

- Frequency and Severity - (Minors and Majors)
- Every 3 years the COC gets more severe.
- 3rd - 5th grade: Suspension
- 6th - 8th grade: Transfer
- [Code of Conduct](#) - General Education
- [IEP Discipline functions different](#)



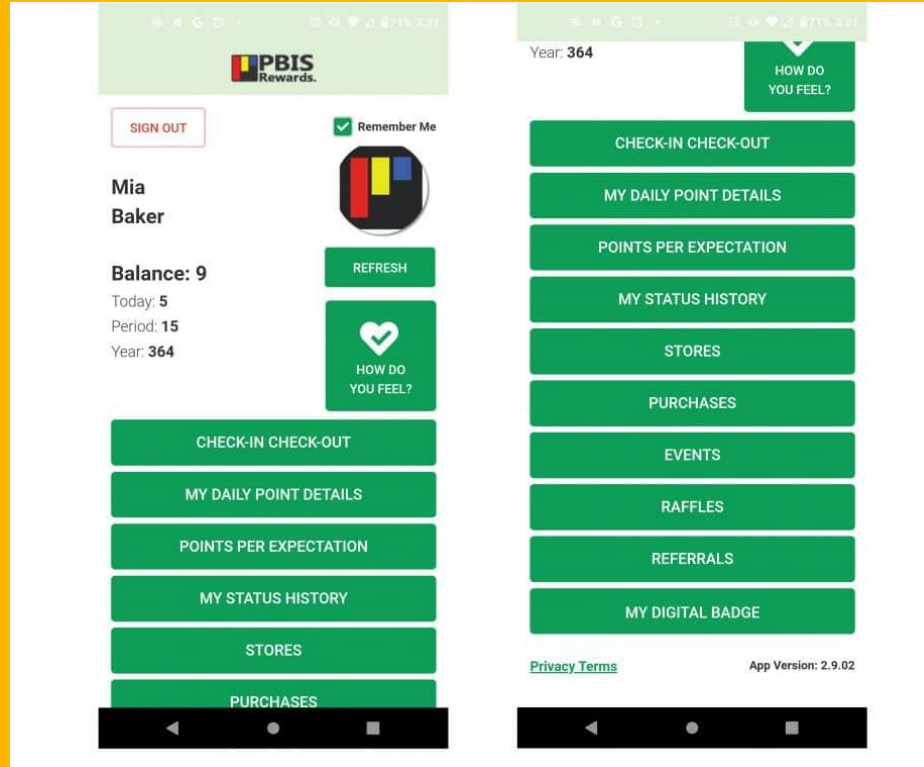
Positive Behavior Interventions and Support

- The Coppin 3 - Being Respectful, Responsible, Safe
- Earn Coppin Coins for showing our school values
- Helping implement tangible rewards
- Helping institute leadership programs



PBIS Continued

- Students have access to the School Store
- Students have the opportunity to participate in School events
- Monthly meetings provide a space for staff to ensure all students are getting needed supports, academic and beyond.





Grades 5-8 Yondr Pouches



1. Beginning in 5th Grade students will be given a Yondr Pouch to hold their cell phone
2. The expectations is that all students place their cell phones inside the Yondr Pouches at the beginning of the day.



Grades 5-8 Yondr Pouches

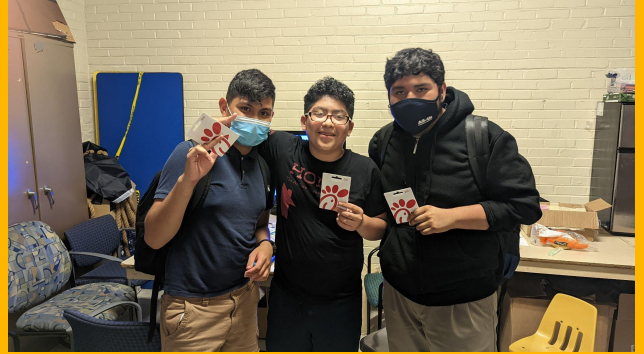


1. Cell phone addiction is negatively correlated with academic performance (Ng et al., 2017^[14]; Baert et al., 2018; Lepp et al., 2015; Boumosleh and Jaalouk, 2018)
2. Augner and Hacker (2012) indicated that low emotional stability, chronic stress, and depression have a correlation with phone usage.
3. Schoeni et al., 2015 concluded that mobile phone usage during night hours was common among youngsters and reported that poor perceived health was shown due to staying up all night..

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What I Need

- Continue to have conversations with your children about boundaries
- Continue to have conversations with your children about problem solving and conflict
- Have conversations with your children about coping skills
- Check back packs



What does this translate into?

- 2021-22 no fights in middle school
- 78% of students attended 95% days or more
- Increased GPA's and standardized test scores
- Lowest amount of OSS (.05% in 22' vs 2% in 19)
- Top 3 in the entire district of PBIS Systems
- Positive relationships between staff, students, and the community.



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