Bridlemile Elementary School Climate Handbook

Be Safe

Be Respectful

Be Responsible

2019-2020

The Bridlemile philosophy supports the fact that each student has a right to develop to his/her fullest potential. Helping each child become a participating and contributing member of the school, community, and the world is our Number 1 Goal. It is our responsibility to create a nurturing, positive, school climate that promotes self-confidence and positive self-esteem. The learning environment at Bridlemile strives to meet the student's intellectual, emotional, social, and physical growth patterns using high academic and behavioral expectations coupled with sensitivity to each child's unique needs and learning style.

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WHAT IS SCHOOL CLIMATE?

SCHOOL CLIMATE OVERVIEW

School Climate encompasses CR-PBIS (Culturally-Responsive Positive Behavioral Interventions & Supports), Restorative Practices with the lens of racial Equity and practices of CARE (Collaborative Action Research for Equity) explicitly called out and woven in.

CR-PBIS

CR-PBIS (Culturally-Responsive Positive Behavioral Interventions & Supports) uses implementation science to help students to develop positive behaviors. At the most basic level, CR-PBIS can be described as a three-pronged approach:

1. Explicitly teach students what is expected
2. Actively acknowledge students when they are following the expectations
3. Instructionally correct students when they are not following the expectations

Research shows that when school staff acknowledge positive behaviors at least three times more often than correcting behavioral mistakes, misbehaviors decrease significantly.

CR-PBIS uses disaggregated data to make decisions and to develop the systems and practices of a school. The unique racial, cultural and linguistic makeup of the school is explicitly addressed at every decision point.

More specifically:

- Accesses all stakeholders to develop and promote school values
- Develops common area expectations for all parts of the building
- Designs lesson plans and schedules to teach common area expectations throughout the year.
- Creates and maintains systems to acknowledge students who are following the school values and expectations. This may be acknowledgement tickets, regular assemblies, or awards for individuals, classes, grade levels, etc.
- Develops school wide policies that are proactive, preventative and restorative.
- Utilizes behavioral data and staff input to build corrective discipline systems (i.e. a flowchart) and calibrate clear definitions of student behaviors.

How do we make certain that PBIS is culturally responsive?
- We systematically assess and review student and family voices and adjust our practices to reflect the needs of our community (See *Tier I Evaluation*)

RESTORATIVE PRACTICES

Restorative Practices, also referred to as Restorative Justice, is a range of community building, peacemaking practices adapted to the school setting. The intention is to build trusting relationships and offer restorative alternatives to punitive discipline.

Restorative Inquiry is an essential restorative practice. A series of guiding questions are asked:

- What happened?
- Who was affected/impacted?
- What can be done to make and keep things right?
- How can others support you?

EQUITY/CARE

"Every single day affords us opportunities to inspire our students. Once a student has that 'aha' moment, a light goes on and a hunger for learning takes hold.

"We as a community must foster and promote a collective vision for public education so that every student -- regardless of race, gender, socioeconomic situation, special need or ability -- has access and opportunity to kindle his or her unique spark, and to build the knowledge and skills to achieve their goals.

"We owe our students this."

-- Guadalupe Guerrero, Superintendent, Portland Public Schools

THE SCHOOL CLIMATE TEAM (TIER I)

SCHOOL CLIMATE TEAM INFORMATION (1.1/1.2)

Team Member	Name	Primary Meeting Role (Facilitator, Data Analyst, Minute Taker)	Backup Meeting Role (Facilitator, Data Analyst, Minute Taker)
Coordinator	Rachel Reich	Facilitator	Data Analyst/Staff Sharing
Administrator	Brad Pearson	Staff Sharing	Facilitator
Family Member	TBA	Community/PTA Sharing	Celebration Support
Behavioral Expertise	James Steranko	Data Analyst	Action Plan/Celebration support
Coaching Expertise	Rachel Reich	Recorder/Minute Taker	Action Plan Monitor
Knowledge of Academic/Behavioral Patterns	Stephanie Cox	Staff Sharing	Data Analyst
Knowledge of School Operations/Programs	Jean Rischiotto	Action Plan and Calendar Monitor	Recorder/Minute Take3
Student (for HS)	Student Leadership	Staff Sharing/Celebration Support	N/A

Equity is intrinsic to all aspects of school climate work. The School Climate Team is continuously working on bringing their own skill set and awareness, to looking at systems through a racial equity lens, in order to assist in the focus of the climate work.

Climate Team Meeting Schedule

Month	Date/Time	Room	Topic/Assessment
August	28rd	Library	PBIS/School Climate
September	24th/ 3:35 PM	14 B	Review of School Climate Plan and updates
October	29th/3:35 PM	14 A	Tiered Fidelity Inventory (TFI) Assessment & Action Plan Last year's Discipline Data Review Monthly Discipline Data Review/Celebrations & Acknowledgements
November	N/A	14 A	Monthly Discipline Data Review/Acknowledgements
December	N/A	14 A	Monthly Discipline Data Review/ Plan for Winter Expectations Re-teach

January	28th	14 A	Tiered Fidelity Inventory (TFI) Assessment & Action Plan/Review Re-teach/ Visuals
February	25th	14 A	Monthly Discipline Data Review/Training.Plan for Spring Expectations Re-teach
March	31st	14 A	Monthly Discipline Data Review/ plan for PBIS acknowledgements and celebrations
April	28th	14 A	Monthly Discipline Data Review/Systems review
May	TBA	14 A	Tiered Fidelity Inventory (TFI) Assessment & Action Plan
June	TBA	14 A	Planning for rollout next year

Meeting Agenda:

- Monthly Discipline Data
- CR-PBIS School-wide Systems (assessing the effectiveness of our Equity Practices on school climate)
- Integration of Restorative Practices
- Revision of Common Area Expectations
- Agenda scheduled for each of our school climate meetings will be driven by the Tiered Fidelity (TFI) Action Plan.

TIER I IMPLEMENTATION
Programmatic Supports for all Students

SCHOOLWIDE VALUES AND COMMON AREA EXPECTATIONS (1.3)
The Bridlemile School- Wide Expectations are:

1. **Be Safe: Be Free from physical and emotional harm**
2. **Be Responsible: Be honest, dependable and accountable**
3. **Be Respectful: Be polite and cooperative.**

Posters have been made and distributed throughout the building in order to make them visible to students, staff and families. The intention is to send a consistent message about what our school community values and what how it looks in different common areas. This will help Bridlemile School ensure that our school values are inclusive and affirming. These values were developed with student, and staff input.

- These school values are important for the Bridlemile School community, because these are the three things that help students be successful in life. Our students need to understand and exercise Bridlemile values on a regular basis to master the skills to be successful and prepared to be college and career ready.
- These values are woven into our regular teaching practices in every lesson throughout the grade levels, naming them with consistency and strategically teaching and reviewing them throughout the school year.

Common Area Expectations
BE SAFE – BE RESPECTFUL – BE RESPONSIBLE!

SCHOOL AREA	BE SAFE	BE RESPECTFUL	BE RESPONSIBLE
School-Wide	- Keep hands, feet and other objects to yourself objects - Always Walk - Report unsafe/irresponsible behavior to an adult - Use all equipment and materials appropriately	- Respect other's space and their property - Use appropriate voice levels in designated areas - Listen and follow directions from staff the first time	- Clean up after yourself - Follow directions - Take proper care of personal and school property - Be kind to others and include others in activities
Cafeteria	- Stand in food line safely and orderly - Walk to table - Stay seated, 4 to a bench - Carry trays with both hands	- Sit facing Forward - Use level 2 Voices - Listen when directions are being given - Keep hands, feet and lunches to self	- Raise your hand if you need help - Pick up your trash - Wait to be dismissed - Walk to recess
Bathroom	- Wash hands before leaving - Flush Toilets - Walk facing forward - Enter and exit calmly and orderly	- Honor privacy and personal space - Wait patiently - Keep the walls and stalls free of writing and drawings	- Use a level 1-0 voice - Leave the bathroom clean - Report water and spills on the floor to staff
Hallway	- Always walk on the right side - Keep pathways clear - watch where you are walking - Walk facing forward	- Honor personal space - Follow staff directions - Go with the flow of traffic	- Walk directly to destination - Use Hall Passes or a teacher's note - Use a level 1 or 0 voice
Office	- If arriving late to school late, check in with School secretaries before going to class - During school hours, leave school only after being signed out by a parent, guardian or identified adult - Walk to class	- Politely wait your turn - Approach the counter, wait until the secretary sees you and politely state your purpose for being in the office	- Ask before using the phone - Have a Hall Pass or a buddy to enter the office - Use the phone only when necessary - Use a level 0-1 when waiting in the office
Playground/ Recess	- Follow recess and equipment rules - Report injuries, accidents or concerns to staff	- Take turns, play fairly, include others and use kind words - Play activities/sports in designated areas	- Play by the agreed upon game rules - Borrow, use and return equipment properly

	● Look forward when you are running or moving between activities ● Be where an adult can see you at all times	● Listen and follow directions the first time	● Ask an adult for permission to go into the building ● Take turns
Assembly	● Enter and exit in an orderly manner ● Remain seated ● Keep hands and objects away from others ● Keep aisles clear	● Be positive and respectful to those being recognized ● Be positive and respectful to presenters	● Listen and follow instructions ● Be a good audience member ● Be accountable for your actions
Arrival and Dismissal Areas	● Use sidewalks and crosswalks ● Report any unidentified persons to staff ● Walk to busses or parent pick-up ● Be where an adult can see you at all times	● Respect others and their property ● While waiting, Play activities in designated areas ● Listen and follow directions from staff the first time	● Be mindful of your actions and other's personal space ● Go directly to your grade level designated space ● Ask permission to go into the building

TEACHING EXPECTATIONS (1.4)

Yearly Schedule for Teaching Common Area Expectations

Date
August - September: Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide.
January: Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide.
March: Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide.
As indicated by Bridlemile discipline data 2019-2020

Active Supervision

Active supervision is the alert, proactive ability of the staff member to circulate within a group of students while interacting in a positive and constructive way, scanning for potential problems, diffusing them before they arise, and motivating students to do their best and monitor their own behavior.

DEFINING MINOR, STAGE 1 REPORTS, 2 AND 3 BEHAVIORS (1.5)

Behavior level calibration will be conducted by building staff in order to properly reflect the evolving needs of our community and to accommodate the diverse racial, cultural, linguistic and developmental needs of our school.

Defining Behaviors
1. Student conference with teacher
2. Student/teacher conference with parent
3. Create Intervention Plan
4. Level 1 Referral
5. Level 2 Referral
6. SIT Meeting
7. Revise Intervention Plan

DISCIPLINE POLICIES (1.6)
- Teachers will work to identify trigger points and assist the student in becoming aware of those triggers and ways to avoid them
- All members of the community have access to school counselors to assist with behavior and academic issues
- All meetings are focused on identifying the problem and creating solutions to assist the student in their success.

Portland Public School District Dress Code Policy (1.7)

https://www.pps.net/Page/7980

The District Dress Code policy applies to all schools in Portland Public Schools grades PK-12, with the exception of schools with a Uniform Dress Code policy.

The responsibility for the dress and grooming of a student rests primarily with the student and his or her parents or guardians.

Allowable Dress & Grooming
- Students must wear clothing including both a shirt with pants or skirt, or the equivalent and shoes.
- Shirts and dresses must have fabric in the front and on the sides.
- Clothing must cover undergarments, waistbands and bra straps excluded.
- Fabric covering all private parts must not be see-through.
- Hats and other headwear must allow the face to be visible and not interfere with the line of sight to any student or staff. Hoodies must allow the student face and ears to be visible to staff.
- Clothing must be suitable for all scheduled classroom activities including physical education, science labs, wood shop, and other activities where unique hazards exist.
- Specialized courses may require specialized attire, such as sports uniforms or safety gear.

Non-Allowable Dress & Grooming
- Clothing may not depict, advertise or advocate the use of alcohol, tobacco, marijuana or other controlled substances.

- Clothing may not depict pornography, nudity or sexual acts.
- Clothing may not use or depict hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation or any other protected groups.
- Clothing, including gang identifiers, must not threaten the health or safety of any other student or staff.
- If the student's attire or grooming threatens the health or safety of any other person, then discipline for dress or grooming violations should be consistent with discipline policies for similar violations.

PROFESSIONAL DEVELOPMENT (1.8)

Over the course of the year, staff PD must explicitly address these five essential areas: teaching school-wide expectations, acknowledging appropriate behaviors, correcting errors, requesting assistance (SIT Team), and understanding the influence of race, culture and language on student behavior.

Date	Topic	Presenter
August	School climate orientation: ● Teaching school values & common area expectations schedule ● Teaching classroom routines & expectations ● Schoolwide and classroom acknowledgement systems ● SIT flowchart ● Influence of race, culture and language on adult expectations and student behavior	Administration /PBIS Whole Team
September	Staff meetings address influence of race, culture and language on adult expectations and student behavior, SIT process, teaching classroom expectations and common area expectations	PBIS Whole Team
October	Staff meetings address influence of race, culture and language on adult expectations and student behavior, SIT process, teaching classroom expectations and common area expectations	PBIS Whole Team
November	Staff meetings address influence of race, culture and language on adult expectations and student behavior, SIT process, teaching classroom expectations and common area expectations	PBIS Whole Team
December	Staff meetings address influence of race, culture and language on adult expectations and student behavior, SIT process, teaching classroom expectations and common area expectations	PBIS Whole Team
January	Staff meetings address influence of race, culture and language on adult expectations and student behavior, SIT process, teaching classroom expectations and common area expectations	PBIS Whole Team
February	Staff meetings address influence of race, culture and language on adult expectations and student behavior, SIT process, teaching classroom expectations and common area expectations. Attendance of NW PBIS Conference.	PBIS Whole Team
March	Staff meetings address influence of race, culture and language on adult expectations and student behavior, SIT process, teaching classroom expectations and common area expectations	PBIS Whole Team
April	Staff meetings address influence of race, culture and language on adult expectations and student behavior, SIT process, teaching classroom expectations and common area expectations	PBIS Whole Team
May	Review of School Climate Plan/Staff Handbook	PBIS Whole Team

June	Staff meetings address influence of race, culture and language on adult expectations and student behavior, SIT process, teaching classroom expectations and common area expectations. Planning for 2020-2021 School Year.		PBIS Whole Team

CLASSROOM PROCEDURES (1.9)

As per PAT contract every teacher will have a classroom management plan. Classroom management plans will be due to administration the day before back to school night. PD time will be provided in the first two weeks of school.

The Classroom Management Plan template, covers the essential feature of effective classroom management: Structure, teaching expectations, acknowledging positive behaviors, correcting misbehaviors.

Guest Teacher Support System

All teachers have emergency sub plans including student behavior expectations and who to go to for support.

FEEDBACK AND ACKNOWLEDGEMENT SYSTEMS (1.10)

Research shows that when staff "catches" students exhibiting appropriate behaviors, those behaviors will increase and misbehaviors will decrease. Specific praise is extremely important in increasing the occurrence of appropriate behaviors. Some schools decide to give out acknowledgement "tickets": small slips of paper that are aligned with the school values. All staff hand out the acknowledgement tickets, along with specific praise, to students as they witness appropriate behaviors in the common areas, in classrooms, on buses, etc.

Description of our school-wide acknowledgement system:

- The Climate Committee is in the process of increasing acknowledgement systems and determining the appropriate method for roll out. Bridlemile Elementary School currently

Acknowledgement Matrix

Type	What	When/Where	Who Gives Them?
Immediate/ High Frequency	Bridlemile Beagle Tickets	Daily and often/All School Areas	All Staff/Student Leadership
Redemption of immediate/ High Frequency	Friday Afternoon recognition announcements/Safe, Responsible & Respectful Awards/Individual Classroom acknowledgements	Daily as well as end of the school week.	All Staff/Counselors/ Administration/ Student Leadership Team
Long term Celebrations	Beagle Ticket Classroom Celebrations/ School-Wide celebrations/Spirit Week/First Friday Free Sit	Classroom/Cafeteria/Whole School	Staff/Students/ Student Leadership

Continued Excellence Programs	Golden Lunch Tray Award/ Silver Trash Can Award/ Attendance Awards/ Academic Excellence & Improvement Awards	Assemblies/ Classroom/Friday Leadership Announcements	Administration/ Counselors/Student Leadership Team

FACULTY INVOLVEMENT (1.11)

Schedule for sharing disaggregated data to staff and opportunities for input on Tier I systems

Date	Data Shared	Staff Input Topic
September	August -September	Classroom Management Systems
January	October - December	Positive incentives and Acknowledgements/Teaching Expectations
April	January - March	Reward/Acknowledgement Assemblies
June	March - June	Review of Positive Expectations Practices and Systems

PLAN FOR FAMILY, STUDENT AND COMMUNITY INVOLVEMENT (1.12)

Schedule for family involvement activities

Date	Topic & Group	Activities	Organizer
Sept.	School happenings, updates, family input, social, community building information	PTA Board Meeting, PTA General Meeting, Back to School Night, Monthly Assemblies, Foundation Board Meetings	PTA, Admin, Committees, Staff, Parents
Oct.	School happenings, updates, family input, social, community building information	PTA Board Meeting, PTA General . Meeting, Back to School Night, Monthly Assemblies, Foundation Board Meetings	PTA, Admin, Committees, Staff, Parents
Nov.	School happenings, updates, family input, social, community building information	PTA Board Meeting, PTA Gen. Meeting, Back to School Night, Monthly Assemblies, Foundation Board Meetings	PTA, Admin, Committees, Staff, Parents
Dec.	School happenings, updates, family input, social, community building information	PTA Board Meeting, PTA Gen. Meeting, Back to School Night, Monthly Assemblies, Foundation Board Meetings	PTA, Admin, Committees, Staff, Parents
Jan.	School happenings, updates, family input, social, community building information	PTA Board Meeting, PTA Gen. Meeting, Back to School Night, Monthly Assemblies, Foundation Board Meetings	PTA, Admin, Committees, Staff, Parents
Feb.	School happenings, updates, family input, social, community building information	PTA Board Meeting, PTA Gen. Meeting, Back to School Night, Monthly Assemblies, Foundation Board Meetings	PTA, Admin, Committees, Staff, Parents
March	School happenings, updates, family input, social, community building information	PTA Board Meeting, PTA Gen. Meeting, Back to School Night, Monthly Assemblies, Foundation Board Meetings	PTA, Admin, Committees, Staff, Parents

April	School happenings, updates, family input, social, community building information	PTA Board Meeting, PTA Gen. Meeting, Back to School Night, Monthly Assemblies, Foundation Board Meetings	PTA, Admin, Committees, Staff, Parents
May	School happenings, updates, family input, social, community building information	PTA Board Meeting, PTA Gen. Meeting, Back to School Night, Monthly Assemblies, Foundation Board Meetings	PTA, Admin, Committees, Staff, Parents
June	School happenings, updates, family input, social, community building information	PTA Board Meeting, PTA Gen. Meeting, Back to School Night, Monthly Assemblies, Foundation Board Meetings	PTA, Admin, Committees, Staff, Parents

Plan for Student Involvement

Bridlemile New Student/Family Plan
- The school Administration, counselor(s) and individual classroom teachers create time and space to reach out and connect with new students and their families. New student groups are held to support incoming students as well as individual check-in's. The Climate Committee facilitates and supports outreach to new families to welcome new students and their families to Bridlemile and assess community and school needs.is in the process of creating a more defined system and determining the appropriate method for roll out.

TIER I EVALUATION
Evaluation of the Effects and Fidelity of the School Climate Practices

DISCIPLINE DATA (1.13)
Tiered Fidelity Inventory (TFI) guides the action planning for the implementation of positive school climate.
- Assessment component is completed three times a year in September, January and May
- A score of 80% or better indicates a well-implemented tier
- The TFI action plan is revisited on a monthly basis
- Reviewed by School Climate Team and shared with staff, students and families. Used to monitor and adjust climate initiatives.

School Climate Action Plan (TFI):

- **Currently completed Tier 1 & Tier 2 of the TFI.**