
Sitton Elementary School Climate Handbook

Si Se Puede
Flexibility
Integrity
Kindness
Teamwork
Joy

2022-2023



Table of Contents

<u>What Is School Climate?</u>	4-7
<u>Culturally Responsive Positive Behavioral Interventions & Supports (CR-PBIS)</u>	4
<u>Restorative Practices</u>	6
<u>Racial Equity & Social Justice (RESJ)</u>	6
<u>Social Emotional Learning (SEL)</u>	7
<u>Tier I Team</u>	8-9
<u>School Climate Team</u>	8
<u>Climate Team Meeting Schedule</u>	8-9
<u>Tier I Implementation</u>	9-
<u>Behavioral Expectations</u>	9
<u>Defining Minor, Stage 1 reports, 2 and 3 Behaviors</u>	10-
<u>Discipline Policies</u>	11
<u>Professional Development</u>	11
<u>Classroom Procedures & Guest Teacher Protocols</u>	12
<u>Acknowledgement Systems</u>	12-13
<u>Faculty Involvement</u>	13
<u>Plan for Family, Student & Community Involvement</u>	13-14
<u>Plan for Welcoming New Students and Families</u>	14
<u>Tier I Evaluation</u>	14
<u>Appendix</u>	15-16
<u>CR-TFI Action Plan</u>	15
<u>Common Area Expectations Lesson Plans</u>	16



WHAT IS SCHOOL CLIMATE?

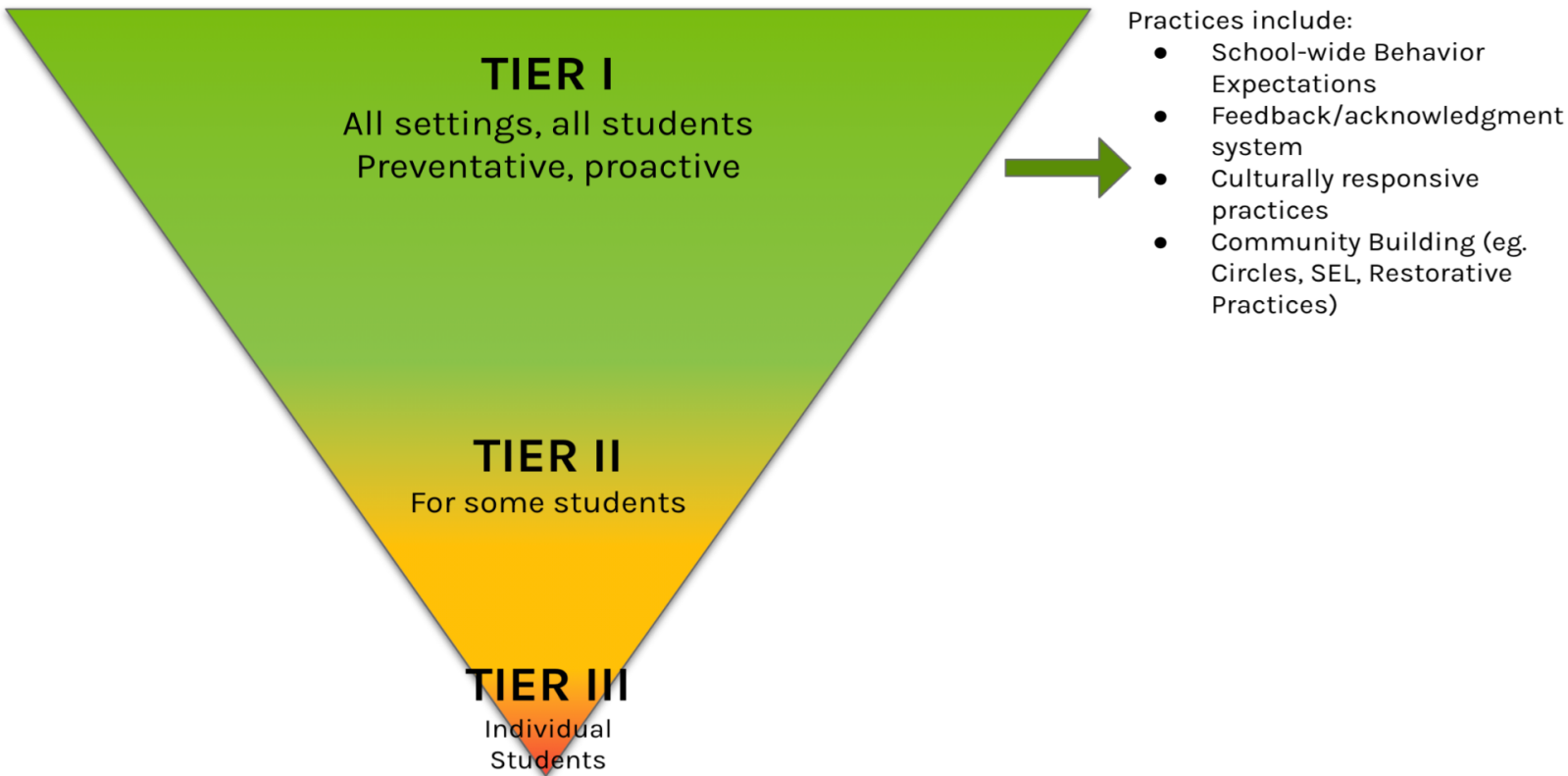
MULTI-TIERED SYSTEMS OF SUPPORT

School Climate is the most integral component of a Multi-Tiered System of Support (MTSS) framework. MTSS is focused on prevention and problem solving for all students using decision making based on data. MTSS uses evidence-based instruction, intervention and assessment practices to ensure that every student receives the appropriate level of support based on their level of need. Attention is focused on creating and sustaining Tier I support (universal), Tier II intervention (targeted group), and Tier III intervention (individual) systems to help eliminate barriers to learning and enable every student to successfully reach their full potential.

SCHOOL CLIMATE OVERVIEW

School Climate encompasses culturally relevant, restorative practices with a racial equity and social justice lens, as well as school wide social emotional learning opportunities for all students in their classrooms.

MTSS FOR STUDENT SUCCESS



CULTURALLY RESPONSIVE POSITIVE BEHAVIOR INTERVENTIONS & SUPPORTS (CR-PBIS)



Our definition of cultural responsiveness within SWPBIS includes the following core components:

1. Identity
2. Voice
3. Supportive Environment
4. Situational Appropriateness
5. Data for Equity

[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** co-constructed expectations of the school and classroom community,
2. Actively **acknowledge** kids when they are following the expectations,
3. Instructionally **redirect** behavior using restorative practices.

Research shows that when school staff acknowledge positive behaviors at least three times more often than redirecting behavioral mistakes, positive behavior increases significantly.

The school climate team 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.

The school climate team brings together all stakeholders to:

- Develop and promote school values
- Develop common area expectations for all parts of the building
- Design lesson plans and schedules to teach common area expectations throughout the year.
- Create and maintain systems to acknowledge students who are following expectations. This may be acknowledgement tickets, assemblies, or awards for individuals, classes, grade levels, etc.
- Develop school wide policies that are proactive, preventative and restorative.
- 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 use the [Panorama Successful Schools](#) survey data to systematically assess and review student and family voices and adjust our practices to reflect the needs of our community.



RESTORATIVE PRACTICES

Restorative Justice is a philosophy grounded in the belief that positive, healthy relationships help us thrive. When we do things that impact others and create harm to those relationships, it is our individual and collective responsibility to make things right.

Restorative Practices are the skills and processes that help us build, maintain, and repair relationships to form healthy, supportive & inclusive communities. Restorative Practices are best utilized when intentional time is devoted to community building.

Community Building Circles that allow classroom communities to develop relationships by asking a series of low impact questions to get to know one another. Circles should be done as often as possible to insure relational trust is developed over time.

Restorative Inquiry is an essential restorative practice. A series of guiding questions are asked to understand all parties involved in a conflict, disagreement and/or any level of harm. The questions get to the root of a conflict and help solve the conflict by giving voice to the person who was harmed.

- What happened?
- Who was harmed and how?
- What can be done to make things better?
- What do you need to move forward?
- What support do you need to keep this from happening in the future?

RACIAL EQUITY & SOCIAL JUSTICE (RESJ)

The Board of Education for Portland Public Schools is committed to the success of every student in each of our schools. The mission of Portland Public Schools is that by the end of elementary, middle, and high school, every student by name will meet or exceed academic standards and will be fully prepared to make productive life decisions. We believe that every student has the potential to achieve, and it is the responsibility of our school district to give each student the opportunity and support to meet his or her highest potential.

Sitton Elementary prioritizes racial equity work aligned to the vision set forth in the [PPS Graduate Portrait](#) that is committed to Culturally-Responsive Positive Behavioral Interventions & Supports, Multi-Tiered Systems of Support, Restorative Practices, Equity, and Social Emotional Learning.

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



SOCIAL EMOTIONAL LEARNING

Social and Emotional Learning (SEL) is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions, and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions. ([CASEL](#))

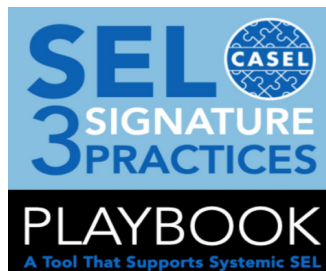
In PPS, we embrace Transformative SEL—which is a form of SEL implementation that concentrates SEL practice on transforming inequitable settings and systems, and promoting justice-oriented civic engagement.

“Transformative SEL” is a process whereby young people and adults build strong, respectful, and lasting, relationships that facilitate co-learning to critically examine root causes of inequity, and to develop collaborative solutions that lead to personal, community, and societal well-being. This form of SEL is aimed at redistributing power to promote social justice through increased engagement in school and civic life. It emphasizes the development of identity, agency, belonging, curiosity, and collaborative problem solving within the CASEL framework. ([CASEL](#))

[CASEL’s 3 Signature Practices](#) intentionally and explicitly help build a habit of practices through which students enhance their SEL skills: self-awareness, social awareness, self-management, relationship skills, and responsible decision-making. They provide a framework for supporting teachers in fostering a supportive environment and promoting SEL. The 3 Signature Practices can be put into practice without extensive professional learning. They can be incorporated into any K-12 [lesson](#), [community meeting](#), or [staff meeting](#) through carefully choosing, effectively facilitating and thoughtfully debriefing a: [Warm Welcome](#), [Engaging Activity](#) & [Optimistic Closure](#).

To support current and future social and emotional needs, trauma-informed science reminds us of the need to:

- Elevate student’s **cultural assets, voice, and agency**
- **Strengthen relationships**, community, and sense of belonging
- **Affirm student identities** and lived experiences
- Incorporate social and emotional skill building into **academic learning**
- Establish consistent and **predictable routines**
- **Build trusting relationships** with students and families through clear and transparent communication



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)
Climate/ILT Representative	Abby Peterson	Participant
Administrator	Rebecca Berry	Administrator
Behavioral Expertise	Deb Blume/Abby Peterson	Participant
Coaching Expertise	Katherine Kondylis	Participant
Knowledge of Academic/ Behavioral Patterns	Jessica O'Connor	Facilitator
Knowledge of School Operations/Programs	David Martinez	Note taker

Climate Team Meeting Schedule

Month	Date/Time	Room	Topic/Assessment
Aug/Sept	8/28/23	Cafeteria	MTSS launch: ECPP,
October	10/4/23		Trauma Informed Practices
November			
January		17	Monthly Discipline Data Review
February		17	Tiered Fidelity Inventory (TFI) Assessment & Action Plan
March		17	Monthly Discipline Data Review
April		17	Monthly Discipline Data Review
May		17	Tiered Fidelity Inventory (TFI) Assessment, Action Plan & Review/Update Climate Handbook
June		17	Planning for rollout next year

Meeting Agenda:

- Climate Team meetings [minutes](#) will be available for the community to review
- Monthly Discipline Data
- CR-PBIS School-wide Systems (assessing the effectiveness of our Equity Practices on school climate)
- Family and student voice: how we are ensuring 2-way communication and partnerships
- Integration of Restorative Practices



Agenda scheduled for each of our school climate meetings will be driven by prioritized features of our Culturally Responsive Tiered Fidelity (CR-TFI) Action Plan.

TIER I IMPLEMENTATION

Programmatic Supports for all Students

SCHOOLWIDE VALUES AND COMMON AREA EXPECTATIONS (1.3)

Our School Values are:

1. Si Se Puede!
2. Flexibility
3. Integrity
4. Teamwork
5. Kindness
6. Joy

Posters (with student, staff, family & community-produced values) 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 how it looks different in various common areas. This will help Sitton Elementary ensure that our school values are inclusive and affirming.

These school values are important for the Sitton Elementary school community, because these are the qualities that help students be successful in life. Our students need to understand and exercise the core 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 and in every class period throughout the grade levels, naming them with consistency and strategically teaching and reviewing them throughout the school year.

Common Area Expectations

<u>Common Language</u> from PBIS Areas	
Restrooms	GO, FLUSH, WASH, LEAVE
Hallway	EXCUSE, WALK, RETURN
Playground	Problem Solving STEPS: SAY the problem without blame. THINK of solutions, EXPLORE consequences, PICK the best solution



Cafeteria	ENTER, EAT, CLEAN, EXIT
Arrival/Breakfast	EAT, CLEAN, GREET, SANITIZE - Head to Class!
Dismissal	PACK, GOODBYE, Head out!

TEACHING EXPECTATIONS (1.4)

[2022-23 PBIS Rotations Schedule and Lessons](#)

Yearly Schedule for Teaching Common Area Expectations

Teams have a process and procedures for staff to teach students the behaviors necessary to be successful in the school setting regardless of previous learning and without disrespecting families' beliefs. When expectations differ between home or community and school, staff examine these differences critically, and if determined to be necessary, they explicitly teach the skills (including providing a clear rationale for having a different expectation at school and opportunities for practice and feedback until students demonstrate the skill fluently).

-[PBIS CR Field Guide](#), p.16

Date
August 31- September 30, 2021: Teams ensure that school staff understand that all students need explicit teaching about co-constructed expected behavior at school.*
January 3-January 7, 2022: Teams ensure that school staff understand that all students need explicit teaching about co-constructed expected behavior at school.*
March 28-April 1, 2022: Teams ensure that school staff understand that all students need explicit teaching about co-constructed expected behavior at school.*
As indicated by Sitton Elementary School discipline data 2021-2022

Active Supervision

[Recess Maps & Expectations](#)

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. This includes acknowledging positive behaviors and actions, scanning for potential growth areas, modeling and supporting regulation strategies, and using restorative practices to reduce and repair harm.

DEFINING STAGE 1 AND STAGE 2/3 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

Sample Behaviors	
Teacher/Counselor Managed	Administration/Office Managed
Absenteeism / Tardiness Disruptive Conduct Fighting Harassment / Bullying behavior Insubordination Language Leaving without permission Physical attack causing harm Plagiarism Possession of prohibited items Property Damage Technology used improperly Theft Threat causing fear of harm Willful disobedience	Bullying behavior Harassment (Chronic) Physical Aggressive Action / Fighting Profanity toward Staff Safety concern for student or staff Stage 2 behaviors chronically repeated Threats to others (expressed or written) Vandalism

DISCIPLINE POLICIES (1.6)

[Professional Consult and SIT Flowchart](#)

PROFESSIONAL DEVELOPMENT (1.7)

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: <ul style="list-style-type: none"> Teaching school values & common area expectations schedule Teaching classroom routines & expectations Schoolwide and classroom acknowledgement systems Correcting fluently SIT flowchart Influence of race, culture and language on adult expectations and student behavior Session 1 Building environments where all students thrive	Abby
September	EL Management the Active Classroom- overview Onward	Wendy Deb



	BARWE	BARWE Facilitators
October	BARWE EL: Managing in the Active Classroom Special Education Identification 101 & Educator Responsibilities	BARWE Facilitators Wendy Sped Team
November	Onward Accountability/Affinity Spaces Circles of Control Introduction SLT - Adult CV	Deb BARWE Facilitators Deb Abby
December	Special Education Team (part 2 of SPED refresher) Onward: See the Bright Spots Disability Justice Month	Sped team Deb Sped team
January	PBIS re-set State of the School Whole-Staff Equity Affinity/Accountability Groups	Abby Becky BARWE team BARWE Facilitators
February	SIT (15m) Onward: Cultivating Compassion Meaningful Inclusion (Special Education Team) Sarah Arvey- Disability and Intersectionality EL- MAC SIT Family Communication	Jessica O'Connor Mehera Rosa Sped team Sarah Arvey Tov Wendy/Katherine
March	Onward- Be a Learner BARWE Affinity/Accountability Spaces (reflect on Black History Month / Black Excellence celebration Resources) SIT (15min) Successful Schools Survey- Staff Students: Successful Schools Survey (4th and 5th)	
April	EL- MAC SIT 1-pgr Climate Justice Month Accountability/Affinity Spaces	
May	Review of School Climate Plan/Staff Handbook Quarter 3 Reflection EL: MAC Onward: Ride the Waves of Change SIT	
June	EL: MAC Onward: Celebrate and Appreciate SIT 1-pgr LGBTQI BARWE: Affinity/Accountability Spaces	

CLASSROOM PROCEDURES (1.8)

Every teacher will have an Effective Classroom Practices Plan (ECPP). ECPPs will be shared with administration no later than the day before back to school night. Co-creating classroom



practices reduces variability between classrooms and makes it more consistent for students. Some sample plans are provided below and PD time will be provided in the first two weeks of school to complete these documents.

The Classroom Practices Plan template, covers the essential features of effective classroom practices: Structure, teaching expectations, acknowledging positive behaviors, and supporting regulation & restorative practices.

[Sitton Elementary Effective Classroom Practices Plans](#)

[Expectations for Guest Teacher Plans](#)

FEEDBACK AND ACKNOWLEDGEMENT SYSTEMS (1.9)

Research shows that when staff “catches” a student exhibiting appropriate behaviors, those behaviors will increase and misbehaviors will decrease. Specific praise is extremely important in increasing the recurrence of appropriate behaviors. Grade level teams and individual teachers have determined individual classroom acknowledgement systems including warm-fuzzies, points and tickets. All classrooms have a developmentally appropriate acknowledgement system in place and reflected in their Effective Classroom Practices Plans. Everyday we acknowledge students who demonstrate our Core Values by bestowing one student the falcon award via the intercom system. This child gets a medal and their picture on the Falcon Award board.

FACULTY INVOLVEMENT (1.10)

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

Date	Data Shared	Staff Input Topic
September	August 24- September 30	Student Discipline Data presented BARWE Accountability groups Q1 Reflection Survey
January	January 3-January 7	Q2 Reflection Survey State of the School Successful Schools Survey BARWE Accountability groups
April	March 28-April 1	Q3 Reflection Survey BARWE Accountability groups
June	School Climate Survey	



PLAN FOR FAMILY, STUDENT AND COMMUNITY INVOLVEMENT (1.11)**Schedule for family involvement activities**

Date	Activities
August	Popsicles in the Park Popsicles at First Door PDX Kindergarten Boo-Hoo Woo-Hoo First Friday Resource Fair and Community Celebration PTA
September	PTA
November	Virtual Parent-Teacher Conferences PTA
December	Fall SUN Showcase PTA
January	First Friday Resource Fair and Community Celebration PTA
February	First Friday Resource Fair and Community Celebration PTA
March	First Friday Resource Fair and Community Celebration Winter SUN Showcase PTA
April	First Friday Resource Fair and Community Celebration PTA
May	First Friday Resource Fair and Community Celebration PTA
June	First Friday Resource Fair and Community Celebration PTA 5th Grade Continuation Kindergarten Continuation



TIER I EVALUATION

Evaluation of the Effects and Fidelity of the School Climate Practices

DISCIPLINE DATA (1.12)

Tiered Fidelity Inventory (CR-TFI) guides the action planning for the implementation of a 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

Recent TFI scores

- [2019-2020 TFI Action Plan](#)
- [2021-2022 TFI Action Plan](#)

Successful Schools Survey (SSS)

- Completed once a year in February by all students (grades 3-12), staff, and families.
- Reviewed by the School Climate Team and shared with staff, students and families. Used to monitor and adjust climate initiatives.
- Accessed via the Panorama [dashboard](#).

