
Arleta School Climate Handbook

Arleta K-8 Values

We Do Our Best to Learn

We Treat Each Other Well

We Take Care of This Place

We Strive for Excellence



2017-18

At Arleta we are lifelong learners. We learn how to think critically, communicate clearly, and solve problems collaboratively. We learn how to be mindful, empathetic, and resilient community members.

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WHAT IS SCHOOL CLIMATE?

SCHOOL CLIMATE OVERVIEW

As your principal, my top priorities are to make sure that there are outstanding educators in all of our classrooms and that we maintain a healthy school climate where students feel comfortable enough to take risks and make mistakes. Without strong teachers and a healthy school climate, it is not realistic to expect students to make strong academic and social/emotional growth.

GUIDING PRINCIPLES

We Treat Each Other Well

We do Our Best to Learn

We Take Care of This Place

We Strive for Excellence

RESTORATIVE PRACTICES

The simplest definition of Restorative Practices is that human beings are happier, more cooperative and productive, and more likely to make positive changes in their behavior when those in positions of authority do things with them, rather than to them. Another important component of Restorative Practices is for those in positions of authority (like classroom teachers and principals) to use affective statements, which convey how the actions of others impact us emotionally. Many educators (myself included) were taught to be stoic and to not convey emotions in front of children. Restorative Practices teaches us to do the very opposite and to be more honest and vulnerable with them, while still maintaining healthy boundaries. One common way that we implement Restorative Practices is through frequent use of community building circles in our classrooms. Students process many different topics in community building circles- everything from weekend highlights, to reviewing academic information, to sharing concerns about transitioning to the next grade level.

Restorative Inquiry is an essential restorative practice. When students make mistakes, they are directed to answer the following questions:

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

When students are harmed, they are guided through the following questions:

- What did you think when you realized what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?



Equity/CARE

This handbook is intended to inform Arleta School staff of the processes that support the reduction of exclusionary discipline to provide our students with equitable access to education. Portland Public Schools' top priorities includes eliminating racial disproportionality in exclusionary discipline..

Our CARE work is intentionally focused on increasing classroom engagement for every learning style and our capacity for being culturally competent in our instructional practices and inclusive of our diverse learning styles.

“Portland Public Schools is committed to academic excellence and personal success for all students. Central to this commitment is educational equity. We are committed to providing instruction with the rigor, cultural relevance, and relationships that ignite the potential of each and every student. In order to do so, we must shift our practices to see students as individuals—including their race, their language, their gender, their sexual orientation, and their various abilities.

This work is necessary to serve a diverse student body well and prepare every student to navigate and compete in a culturally rich society and global economy, now and into the future.”

Chief Equity Officer, Lorenzo Poe



COMMON AREA EXPECTATIONS:

BATHROOM:

VOICE LEVEL = 2

GO

FLUSH

WASH

LEAVE

PLAYGROUND/RECESS

VOICE LEVEL 4

WE PLAY SAFELY

WE GO DOWN THE SLIDE

WE FOLLOW ARLETA GAME RULES

WE LINE UP WHEN THE WHISTLE BLOWS

HALLWAY/STAIRWAY

VOICE LEVEL=2

WE WALK

WE USE RESPECTFUL LANGUAGE

OFF AND AWAY

CAFETERIA

VOICE LEVEL 2

WE WALK IN

WE LINE UP

WE CLEAN UP

WE WAIT TO BE DISMISSED

WE WALK OUT



THE SCHOOL CLIMATE TEAM (TIER I)

SCHOOL CLIMATE TEAM INFORMATION (1.1/1.2)

Arleta School Climate Team 2017-18

Who?

Jennifer Lowery	Counselor
Dave Snyder	Assistant Principal
Seth Jones	Principal
Rebecca Rydberg	School Psychologist
Chris Richman	6-8: Special Education
Angie Dillingham	3-5: Special Education
Treasa Street	Media Specialist/Parent
Eric Flagel	6th Grade LA/SS/Parent

What?

A representative group of teachers from each of our grade level configurations as well as our counselor and administrators that meet for two hours on a monthly basis to make sure that our school climate is healthy.

Where?

We meet in our counselor's office, Room 5 on the first floor.

When?

We meet on the first Tuesday of each month from 2:45-4:45 in Room 5).

- Oct 3rd
- Nov 6th
- Dec 5th
- Jan 2nd
- March 6th
- April 3rd
- May 1st

Why?

We meet in an effort to maintain a healthy school climate. We plan out ways of teaching social/emotional skills, we look at our discipline data and try to anticipate problems before they happen. We also think about how to celebrate our successes and plan student recognition events.

**It is the goal of Arleta that the School Climate Team will represent our student and community demographics*



Arleta Student Management Plan 2017-18

School Climate Team:

A School Climate Team with a representative member from each grade level (K-1, 2-3, 4-5, 6-8) counselor, school psychologist and administrator will meet on a monthly basis, focusing on the following:

- Reviewing discipline data
- Planning school-wide methods of teaching common area expectations
- Developing tier two behavioral interventions, such as meaningful work and check in check out ●
- Observing common areas to monitor supervision, safety and organizational systems
- Committee discussions and plans to grade level colleagues
- Aligning Mindful Practices work
- PD on how to enter referrals into Synergy

Discipline Data:

Discipline data will be reviewed during monthly whole group staff meeting (third Tuesday of the month) for students that have been excluded from school by race, location of incident, as well as time of day. Professional Development: We will review our approach to school climate work in professional development meetings in August and September, specifically looking at our guiding principles, restorative practices, student management plan, grade level behavior matrixes, and our school-wide counseling plan.

Grade-Level Matrixes:

Grade level teams, along with school administration, will develop Common Expected Classroom Behaviors, incentives and rewards, as well as descriptors of what constitutes Stage 1-3 behaviors. These will then be posted and copies provided to parents by Back to School Night.

Referrals:

Stage One Referrals are for small incident referrals entered into Synergy and emailed to our Assistant Principal. Stage 2 & 3 Referrals are big deal incidents entered into Synergy and our Assistant Principal will process the referral and let the referring staff member know what actions were taken within two school days.

Student Intervention Team:

A team of teachers, school counselor, school psychologist and an administrator will meet on a weekly basis to review students with significant academic and or behavioral challenges.

Time Out Procedures:

- ❖ Teachers must have a space in the classroom for students to use as a time out or think space.
- ❖ The hallway may be used for short, infrequent 1-2 minute times outs.
- ❖ The main office may be used for time outs after an administrator or their designee have been notified and escorted the student there.



❖ There is no time that a student should be sent directly to the office. When major issues arise, call the office or send a student runner (that has been pre-taught how to do this in an emergency situation) to the office to request assistance.

Think Sheets:

Grade level teams will adopt Think Sheets for students to complete and these will be kept in a classroom file for documentation. Administration will follow a similar process for office time outs.

Hallway as Instructional Space:

The hallway can be a great place for students to make up tests or take infrequent 1 to 2 minute time outs. The hallways should not be used for extended independent practice or for extended time outs from class, unless prior permission has been given by school administration.

Hall Passes (grades 4-8):

Hall passes need to be issued to any student that has permission to leave class. Students that do not have a hall pass that arrive in locations such as the office, library, etc will be sent back to class.

Suspension Protocol:

When students are suspended an email will be sent to their teachers indicating the length of suspension and the discipline category. A restorative re-entry meeting will be held before the student returns to class. If their parents/family members are not able to attend, we will still hold a restorative meeting before they are returned to class.

Attendance:

Teachers should contact parents of students that miss more than three days of school per quarter and maintain a phone log. If attendance problems persist, teachers are to email our assistant principal who will then attempt to reach out to parents.

Personal Electronic Devices:

Unless a student has access to an electronic device written on their IEP or 504 plan, these devices need to be off and away from 8:00-2:30. Ø First violation: Verbal warning Ø Second violation: Device confiscated and placed in secure location. Returned at end of day. Ø Third violation: Stage two referral and administrative intervention



Expected Classroom Behaviors - Kindergarten

<p>Listen</p> <p>Follow Directions/Accept Consequences</p> <p>Build Community Through Kindness</p> <p>Ask For Help When Needed</p> <p>Take Turns</p>	<p>Positive Verbal Reinforcement (Smile, Praise, High Five)</p> <p>Celebrate Successes (Happy Notes, Author's Chair)</p> <p>Extra Privileges (Extra Recess, Extended Choosing Time)</p>
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Level 1 Behaviors

<p>Not Following Directions</p> <p>Not Listening</p> <p>Not Following Classroom Promises to Build Community</p> <p>Talking Out of Turn (Calling Out)</p>	<p>Redirection (Spoken)</p> <p>Proximity to Student</p> <p>Change Seating</p> <p>Positive Reinforcement for Correct Behavior</p> <p>Take a Breath</p>
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Level 2 Behaviors

<p>Throwing Materials</p> <p>Hitting</p> <p>Defiance – Arguing</p> <p>Unkind Words (Repetitive)</p>	<p>Reminding of Rule</p> <p>Conversation with Parents</p> <p>Time Out in Classroom</p> <p>Time Out in Other Kindergarten Room</p> <p>Loss of Privileges (Choosing Time, Etc.)</p>
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Level 3 Behaviors



<p>Destroying Property</p> <p>Stealing</p> <p>Hitting Teacher</p> <p>Defiance – Refusing and Continuous</p>	<p>Referral/Conversation with Parents</p> <p>Administrative Interventions (per the PPS Rights and Responsibilities)</p> <p>Time Out in Arleta Office</p>
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<p>Expected Classroom Behaviors – 1st Grade</p>	
<p>Listen Actively</p> <p>Follow Directions</p> <p>Do Your Best Work</p> <p>Make Safe Choices</p>	<p>Positive Feedback (ex: “I noticed you listening carefully.”)</p> <p>Celebrate Successes (ex: high five)</p> <p>Extra Privileges (ex: choose where to work)</p>
<p>Level 1 Behaviors</p>	
<p>Not Following Directions</p> <p>Not Listening</p> <p>Not Doing Your Best</p> <p>Not Making Safe Choices</p>	<p>Visual or Verbal Prompt/Redirection</p> <p>Proximity</p> <p>Change Seating</p> <p>Conversation with Parent at Drop Off/Dismissal</p> <p>Classroom Time Out</p> <p>Re-Teach</p>
<p>Level 2 Behaviors</p>	



<p>Repeated Level 1 Behaviors</p> <p>Defiance/Non-Compliance</p> <p>Hitting, Kicking, Pushing</p> <p>Name Calling/Putdowns</p>	<p>Problem Solving with Teacher</p> <p>Parent Contact</p> <p>Opportunity for “earn back”</p> <p>Time Out in Another Room</p> <p>Loss of Privilege</p>
<p>Level 3 Behaviors</p>	
<p>Repeated Level 2 Behaviors</p> <p>Repeated Disrespect of Others</p> <p>Continuous Non-Compliance/Defiance</p> <p>Endangering Self or Others</p>	<p>Conference with Parents</p> <p>Time Out in Office</p> <p>Office Referral</p>

<p>Expected Classroom Behaviors – 2nd and 3rd Grade</p>	
<p>Listening</p> <p>Follow Directions</p> <p>Focusing On/Completing Work</p> <p>Raising Hand</p> <p>Waiting Turn</p> <p>Positive Words and Voice</p> <p>Treating Property with Respect</p> <p>Make Effort to Problem Solve (Make Repairs)</p>	<p>Positive Reinforcement</p> <p>Intrinsic Motivation</p> <p>Extra Freedom/Privileges</p> <p>Happy Notes Home</p>
<p>Level 1 Behaviors</p>	



<p>Not Listening/Following Directions</p> <p>Uncooperative</p> <p>Talking Out of Turn</p> <p>Side Conversation</p> <p>Tattling</p> <p>Distracting Others</p> <p>Passive Off-Task Behavior</p>	<p>Verbal Prompt/Redirection</p> <p>Proximity</p> <p>Move student</p> <p>Physical "Touch" Prompt</p>
<p>Level 2 Behaviors</p>	
<p>Continuing Intensity Level 1 Behaviors</p> <p>Inappropriate Touch Behavior</p> <p>Non-Compliance</p> <p>Name Calling</p> <p>Arguing/Talking Back</p> <p>Pushing/Poking/Pinching</p> <p>Active Defiance</p> <p>Lying</p> <p>Teasing/Gossip</p>	<p>Verbal Prompt</p> <p>Reteach Expectation</p> <p>Parent Contact/Conference</p> <p>Opportunity for "earn back"</p> <p>Time Out in Another Class</p> <p>Loss of Privilege/Recess</p> <p>Office Referral</p> <p>Contract/Behavior Plan</p>
<p>Level 3 Behaviors</p>	



<p>Continuing Intensity Level 2 Behaviors</p> <p>Stealing</p> <p>Significant Defiance</p> <p>Physical Threats</p> <p>Physical Harm (With Intent)</p> <p>Throwing Objects</p>	<p>Community Service</p> <p>Parent Communication/Conference</p> <p>Office Referral</p>
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<p>Expected Classroom Behaviors – 4th and 5th Grade</p>	
<p>Listening</p> <p>Follow Directions</p> <p>Focusing On/Completing Work/Homework</p> <p>Raising Hand to Get Teacher</p> <p>Waiting For Your Turn</p> <p>Positive Words and Voice</p> <p>Respect for Others</p> <p>Treating Property with Respect</p> <p>Apologizing When Needed</p>	<p>Positive Reinforcement</p> <p>Praise</p> <p>Smile</p> <p>Special Privileges</p> <p>Happy Notes Home</p> <p>Happy Call Home</p> <p>Free Choice Time</p> <p>Fun Friday</p> <p>Homework Passes</p> <p>Extra Recess</p> <p>Classroom/Community Celebration</p>
<p>Intensity 1 Behaviors</p>	



<p>Not Listening/Following Directions</p> <p>Being Uncooperative</p> <p>Talking Out</p> <p>Being Uncooperative</p> <p>Leaving Seat or Area Without Permission</p> <p>Tilting or Falling Out of Seat</p> <p>Distracting Others</p> <p>Passive Off-Task Behavior</p>	<p>Non-Verbal Prompt/Redirection</p> <p>Proximity or Touch Prompt</p> <p>Move Student to Another Seat</p> <p>Stop and Think Prompt</p> <p>Model/Role Play</p> <p>“Teacher Look”</p> <p>Verbal Re direct or Warning</p> <p>Loss of Fun Friday</p> <p>Level 1 Referral</p>
<p>Intensity 2 Behaviors</p>	
<p>Continuing Intensity 1 Behaviors</p> <p>Inappropriate Physical Contact (No Injury)</p> <p>Passive or Active Defiance</p> <p>Teasing</p> <p>Arguing</p> <p>Bullying/Threatening Name-Calling</p> <p>Horseplay</p> <p>Swearing</p> <p>Insubordination</p> <p>Rude or Unacceptable Language/Tone</p>	<p>Stop and Think Prompt</p> <p>Parent Notification</p> <p>Ending the Activity</p> <p>Time Out to Another Class</p> <p>Loss of Privilege or Recess</p> <p>Level 2 Referral</p>
<p>Intensity 3 Behaviors</p>	



<p>Continuing Intensity Level 2 Behaviors</p> <p>Stealing</p> <p>Significant Defiance</p> <p>Swearing</p> <p>Safety Issues</p> <p>Throwing Rocks</p> <p>Fighting to Hurt Someone</p> <p>Cheating</p>	<p>Community Service</p> <p>Parent Notification/Conference</p> <p>Office Timeout</p> <p>Removal From Classroom</p> <p>Administrative Interventions per the Students' Rights and Responsibilities Handbook</p>
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Arleta Middle School Grade Level Behavior Matrix

<p><u>Classroom Expectations:</u> (student feedback)</p> <ol style="list-style-type: none"> 1. Follow Staff Directions on First Request 2. Raise Hand and Wait to be Called On 3. Come to Class Prepared with appropriate materials 4. Make an Effort and Try <u>Your Best</u> 5. Be Flexible and Demonstrate a Positive Attitude 	<p><u>Incentives & Opportunities for Expression:</u></p> <ul style="list-style-type: none"> ● Verbal or Nonverbal praise ● Classroom Community Circles ● Fun Activity, Project, Free Time ● Positive Notes or Phone Calls Home ● Leadership Responsibility (Group Leader, Teacher Assistant, Errand Runner) ● Recognition Assembly ● Self-Managers
<p><u>Intensity One Behaviors:(Stage One Referral)</u></p> <ul style="list-style-type: none"> ● Not following directions ● Not sitting in assigned seat ● Blurting out responses ● Coming to class late / unprepared ● Use of personal electronics ● Excessive side conversations ● Refusing to work ● Teasing/Tattling ● Playfighting/Roughhousing ● Distracting other students 	<p><u>Corrective Responses:</u></p> <ul style="list-style-type: none"> ● Verbal reminders ● Re-Teach ● Positive Practice ● Verbal / Non-Verbal Prompt ● Physical cue “touch” ● Written reminder (or cue card) ● Student directed to another seat ● Phone call or email sent home ● Private conversations with student to clarify expectations
<p><u>Intensity Two Behaviors: (Stage Two Referral)</u></p> <ul style="list-style-type: none"> ● Not following directions (repeated) ● Refusing to sit in assigned seat (repeated) ● Blurting out responses or making disruptive comments (repeated) ● Tardiness (repeated) ● Bullying/Harassment (repeated) ● Leaving classroom without permission ● Cheating/Plagiarism ● Abusive/Profane Language 	<p><u>Corrective Responses:</u></p> <ul style="list-style-type: none"> ● Electronic device confiscated ● Time out in another classroom ● Phone call home ● Letter to parent written by student ● Public apology to class ● Positively practice appropriate behavior ● Two minute hallway timeout to calm down ● Call to office to have student removed ● Detention ● Parent/Guardian Conference ● Restorative Mediation
<p><u>Intensity 3 Behaviors:(Stage 2/3 Referral) (Stage 1 and 2/3 Referrals are documented in Synergy)</u></p> <ul style="list-style-type: none"> ● Threat of Violence ● Bullying/Harassment ● Fighting/Assault ● False Emergency Alarm ● Drug Alcohol Possession/Use 	<p><u>Corrective Responses:</u></p> <ul style="list-style-type: none"> ● Student removed from class ● Restorative Mediation ● Behavior Support Planning ● Suspension ● Major Suspension Program ● Insight Class with Parent/Guardian ● Student Success Center



Stop and Think Teaching Schedule

Dates	K-1	2-3	4-5	6-8
9/5-9/15	Listening	Listening	Listening	Listening/Following Directions
9/19-9/30	Following Directions	Following Directions	Following Directions	Asking for Help
10/3-10/13	Using Nice Talk	Asking for Help	Asking for Help	Ignoring Distractions
10/17-10/28	Asking for Help	Ignoring Distractions	Ignoring Distractions	Dealing with Teasing, Being Rejected, or Being Left Out
10/31-11/8	Waiting for your Turn	Dealing with Teasing	Dealing with Teasing	Apologizing
11/14-11/22	How to Interrupt	Contributing to Discussions	Apologizing	Dealing with Consequences
11/28-12/9	Ignoring	How to Interrupt	Accepting Consequences	Understanding Your Own and Others' Feelings
12/12-1/6	Dealing with Teasing	Dealing with Losing	Dealing with Anger	Dealing with Anger, Walking Away from a Fight
1/9-1/20	Dealing with Losing	Apologizing	Dealing with Being Rejected or Left Out	Dealing with Peer Pressure
1/23-2/3	Accepting Consequences	Accepting Consequences	Walking Away from a Fight	Dealing with Accusations
2/6-2/17	Ignoring Distractions	Deciding What to Do	Setting a Goal	Setting a Goal
2/21-3/3	Rewarding Yourself	Asking for Permission	Evaluating Yourself	Evaluating Yourself
3/6-3/17	Sharing	Joining an Activity	Responding to Failure	Beginning/Ending a Conversation
3/20-4/6	Deciding What to Do	Giving/Accepting a Compliment	Beginning and Ending a Conversation	Giving/Accepting a Compliment



4/10-4-21	Asking for Permission	Understanding Your/Others' Feelings	Giving/Accepting a Compliment	Being a Good Leader
4/24-5/5	Joining an Activity	Avoiding Trouble	Understanding Your/Others' Feelings	Standing up for Your Rights
5/8-5/19	Using Brave Talk	Dealing with Anger	Dealing with Accusations	Responding to Failure
5/22-6/2	Dealing with Being Left Out	Dealing with Being Left Out	Dealing with Fear	Avoiding Trouble



Student Intervention Team:

We have a group of classroom teachers, our school psychologist, counselor, and administrator that meet on a weekly basis to take an in depth look at students that are not experiencing either academic or behavioral success at school.

An intervention plan is developed and the student is taught in a specific way while data is collected over a six to eight week period of time to gauge the effectiveness of the intervention. This process is often repeated a couple times, adjusting the intervention and trying to find pathways to successful learning.

Students that continue to experience difficulty even after several intervention plans may be referred for Evaluation Planning, which considers whether or not a child should be evaluated for special education services. The student's parents are very important decision makers throughout the Evaluation Planning process.

Families that would like to have their child's needs to be considered by the Student Intervention Team should contact School Counselor Jennifer Lowery at 503-916-6330 or jlowery@pps.net



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.

What does it LOOK like?	What does it SOUND like?
<ul style="list-style-type: none">● Circulating unpredictably● Visually scanning the room● Give positive Shout-outs (PK-5) and Dolphin Dollars (6-8)● Redirecting consistently (every observed misbehavior receives a response & responses to similar misbehaviors are the same from student to student, day to day)● Smiling● Making eye contact with students● Responding non-emotionally to misbehavior● Using respectful body language/non-confrontational stance● Proximity: Gently moving toward the misbehavior in a relaxed way	<ul style="list-style-type: none">● Interacting positively with students● Giving 3 acknowledgements to 1 correction● Correcting calmly and respectfully● Aligning acknowledgements and corrections closely to the school values and expectations● Providing comments that acknowledge students' efforts to be successful● Giving accurate feedback that is specific and descriptive● Using a voice level 1 or 2● Giving reasonably private corrections that address the problem Using respectful words & tone of voice● Speaking in clear & simple language, not framing the direction as a question



PPS Students' Rights & Responsibilities Handbook

Arleta uses PPS policies as guidelines for our school expectations and procedures. All students are given a Students' Rights and Responsibilities Handbook each year and are expected to know its contents. We also encourage parents to read it and use it as a resource for questions about district policy or procedure.

PROFESSIONAL DEVELOPMENT

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 Guiding Principles & common area expectations• Teaching classroom routines & expectations• Restorative Practices Training	
September	<ul style="list-style-type: none">• Restorative Justice Training	
October		
November		
December		
January	<ul style="list-style-type: none">• Reviewing school values & common area expectations schedule	
February		
March		
April	<ul style="list-style-type: none">• Reviewing school values & common area expectations schedule	
May	Review of School Climate Plan, including Student Management Plan	
June		

