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# Martin Luther King Jr. School Climate Handbook

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*Martin Luther King, Jr. Elementary*

*Be safe*

*Be responsible*

*Be respectful*

*Be IB*

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2016-2017

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## Mission Statement

*Martin Luther King, Jr. School believes in the unlimited potential of everyone in our diverse community. We believe that a caring well-balanced student will be motivated to become a global citizen who is inspired to take action.*

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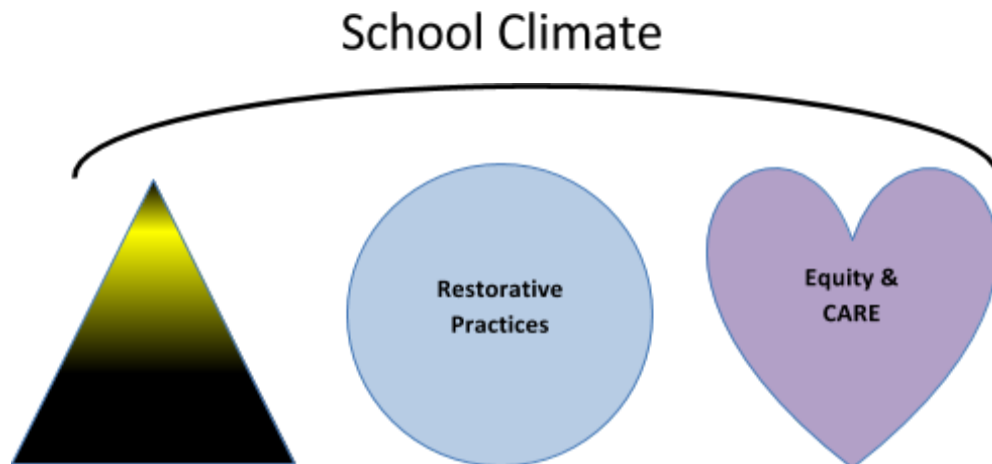
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## WHAT IS SCHOOL CLIMATE?

### 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** what is expected
2. Actively **acknowledge** kids when they are following the expectations
3. Instructionally **correct** kids 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 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**

This handbook is intended to inform King 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*



## 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)
Facilitator	Alex Montfort	Data Analyst	
Administrator	Yolanda Coleman	Facilitator	
School Family Rep.	Danise Elijah		
Behavioral Expertise	Brooke Unwin		
Coaching Expertise	Michelle Peake		
Knowledge of Academic/Behavioral Patterns	Brooke Unwin Michelle Peake Alex Montfort Andy Sellers Danielle Erickson		
Knowledge of School Operations/Programs	Andy Sellers Alex Montfort		
Student (for HS)			

*Our Climate Team consists of representation from our various grade levels as well as our parent community in order to best understand and serve the needs of our diverse student population.*

### PBIS/Climate Team Meeting Schedule

Month	Date/Time	Room	Topic/Assessment
August	22nd - 3:30pm	Conf	
September	14th - 3:30pm	Conf	Tiered Fidelity Inventory (TFI) Assessment & Action Plan Last year's Discipline Data Review
October	5th - 3:30pm	Conf	Monthly Discipline Data Review
November	2th - 3:30pm	Conf	Monthly Discipline Data Review
December	17th - 3:30pm	Conf	Monthly Discipline Data Review
January	4th - 3:30pm	Conf	Tiered Fidelity Inventory (TFI) Assessment & Action Plan
February	1th - 3:30pm	Conf	Monthly Discipline Data Review
March	1th - 3:30pm	Conf	Monthly Discipline Data Review
April	5th - 3:30pm	Conf	Monthly Discipline Data Review
May	3th - 3:30pm	Conf	Tiered Fidelity Inventory (TFI) Assessment & Action Plan
June	5th - 3:30pm	Conf	Planning for rollout next year



**Meeting Agenda:**

- All Climate Team meetings are conducted using this template here: [King Climate Team Meeting Minutes](#)
- Monthly Discipline Data
- CR-PBIS School-wide Systems (assessing the effectiveness of our Equity Practices on school climate)
- Integration of Restorative Practices

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)**

Our School Values are:

1. **Be Safe**
2. **Be Responsible**
3. **Be Respectful**
4. **Be IB**

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 King 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 King school community, because these are the three things that help students be successful in life. Our students need to understand and exercise safety, responsibility, respectfulness, and IB attitudes 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.

Click here for: [Common Area Expectations](#)

This link will provide you with the actual posters we use throughout our building to remind students of our expectations for their behaviors.

**TEACHING EXPECTATIONS (1.4)**

*Lesson Plans/policies and schedule For teaching common area expectations in appendix*



### Yearly Schedule for Teaching Common Area Expectations

Date
August 24 - September 9, 2016: Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide.
January 3 - January 6, 2017: Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide.
April 3 - April 6, 2017: Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide.
As indicated by King School discipline data 2016-2017

**Click here for Common Area Expectations [Lesson Plans](#)**

Teachers should use these Lesson Plans to teach and re-teach to their students about behavior expectations in the common areas throughout our school. This should occur at the beginning of the school year and throughout the year after every extended break or when data analysis shows a need.

**Click here to learn about: [Active Supervision 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, 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.

**To Define Behaviors, click here: [King School Behavior Matrix](#)**

***DISCIPLINE POLICIES (1.6)***

**Click here for: [King School Discipline Matrix](#)**

**Click here for: [King Reflection Form](#)**



**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"> <li>• Teaching school values &amp; common area expectations schedule</li> <li>• Teaching classroom routines &amp; expectations</li> <li>• Schoolwide and classroom acknowledgement systems</li> <li>• Correcting fluently</li> <li>• SIT flowchart</li> <li>• Influence of race, culture and language on adult expectations and student behavior</li> </ul>	
September	Understanding Tier 1,2, and 3	
October	SIT Team Referrals	
November	BIT Team Introduction	
December	SIT Interventions in the Classroom	
January	Student Transitions	
February	Zones	
March	Resiliency in the classroom	
April	Consistency in the classroom and common areas	
May	Review of School Climate Plan/Staff Handbook	
June	Reflections and 2017/2018 planning	

**CLASSROOM PROCEDURES (1.8)**

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. A sample plan is provided below; 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.

Click here for: [Classroom Management Plan template](#) [Classroom Management Plan 2 Template](#)





**FEEDBACK AND ACKNOWLEDGEMENT SYSTEMS (1.9)**

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 reoccurrence 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:**

Our school-wide PBIS acknowledgement system is done through our use of King Bucks. The classroom teacher you are substituting for should have left you a stack of them. If you are unable to find them, please contact the office (dial 0 from the classroom phone) to request more.

By acknowledging the students positive behaviors through the use of the King Bucks, we are encouraging more positive behaviors rather than acknowledging the negative behaviors. When you see a student demonstrating positive behaviors (participating in lesson, being kind to others, picking up someone else’s trash, etc) please fill out a King Buck by writing the student’s name, circling the IB Attitude you observed, and then signing/initially your name.

When the students receive King Bucks, they are able to use them in our King Store to purchase items. They are also put into a drawing to be recognized at an assembly or to have a pizza party with our principal.

We have received very enthusiastic feedback from our students, staff, and parents regarding the influence that these positive behavior recognitions have on the students and our learning environment. Please feel free to use as many as you would like during your visit at King and thank you, in advance, for promoting positive behaviors from our students.

**Acknowledgement Matrix**

Type	What	When/Where	Who Gives Them?
<b>Immediate/ High frequency</b>	Kids: King Bucks Adults:	Classroom & Common areas	All Staff
<b>Redemption of immediate/ High Frequency</b>	Kids: King Buck Store Adults:	Classrooms	Classroom teacher
<b>Long term SW Celebrations</b>	Kids: Assemblies, Drawings Adults:	Kids: Monthly, quarterly Adults:	All staff
<b>Continued Excellence Programs</b>	Kids: IB Leaders Adults:	Kids: Rewarded throughout the year. Adults:	Students apply for program



**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 27th-September 30th	
January	January 4th-January 8th	
April	March 28th-April 1st	
June	School Climate Survey	

**PLAN FOR FAMILY, STUDENT AND COMMUNITY INVOLVEMENT (1.11)**

**Schedule for family involvement activities**

Date	Topic & Group	Activities	Organizer
8/25	All School	Back to School BBQ	
10/26	All School	Math Stem Night	
11/18	All School	PTA Talent Show	
12/ 7	All School	Reading Night/KSMOCA Exhibition	
1/13	All School	MLK Assembly	
2/8 and 2/8	MIP	Chinese New Year Celebration	
	All School	West African Dance Recital	
3/23	All School	Author Night/KSMOCA Exhibition	
4/14	All School	Run for the Lions	
5/3	All School	Mother’s Day Family Celebration	
5/31	Multicultural Night	West African Drum Recital	
6/16	All School	Field Day	



## TIER I EVALUATION

### Evaluation of the Effects and Fidelity of the School Climate Practices

#### DISCIPLINE DATA (1.12)

**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

#### Recent TFI scores

- 2014-2015:

**School Climate Survey (SCS)** determines the status of specific building-wide school climate initiatives and issues (Core Values, Student Voice, Specific CR-PBIS Initiatives--ex: acknowledgement tickets)

- Completed three times a year (September, January, May) by all students (grades 3-5)
- Reviewed by School Climate Team and shared with staff, students and families. Used to monitor and adjust climate initiatives.

#### Recent SCS data

- 2014-2015:

**School Climate Action Plan (TFI):** [click here](#)

