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# Skyline K-8 School Climate Handbook

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## Skyline IB K-8 Values

**We are:**

**-Knowledgeable**

**-Principled**

**-Courageous**

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2021-2022

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*Skyline K-8 Mission:* The Skyline community strives to develop inquiring, knowledgeable and open-minded global citizens. All Skyline students will be empowered in their own learning, able to ask questions and navigate their own path to make a better and more peaceful world. Our focus is the learning process and building active lifelong learning learners, who respect and value the differences of others, their cultures, and their beliefs.

{Mission/Vision Resources}

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## WHAT IS SCHOOL CLIMATE?

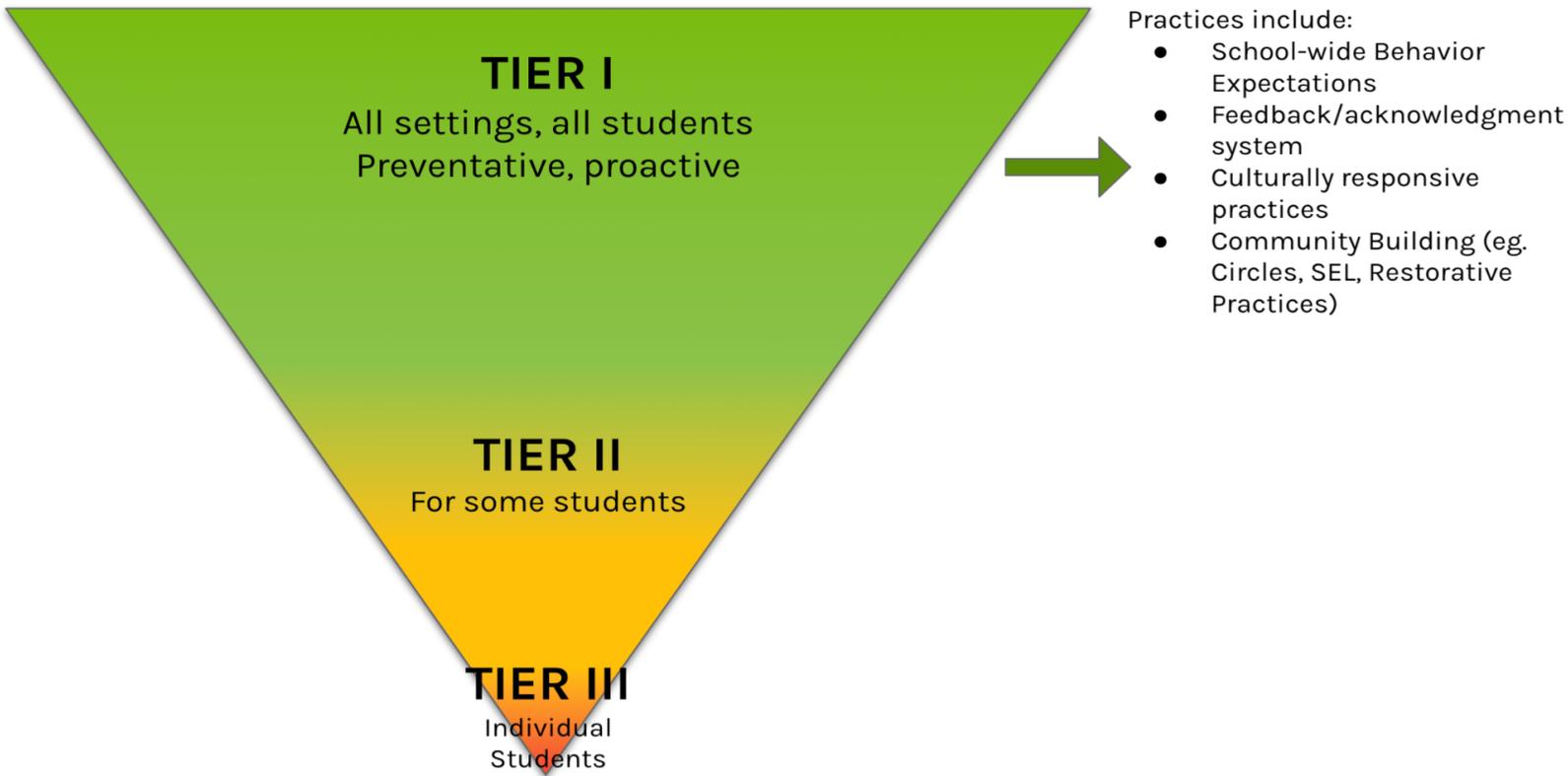
### MULTI-TIERED SYSTEMS OF SUPPORT

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.

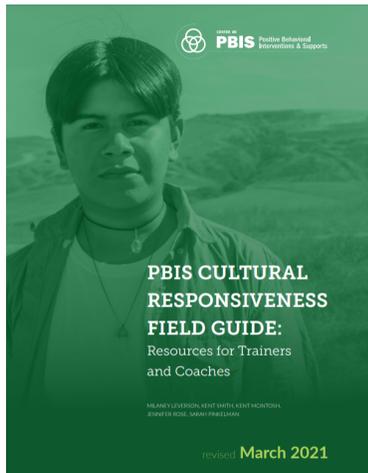
### SCHOOL CLIMATE OVERVIEW

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 and {empathy interviews &/or surveys} 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.

Skyline K-8 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](#))

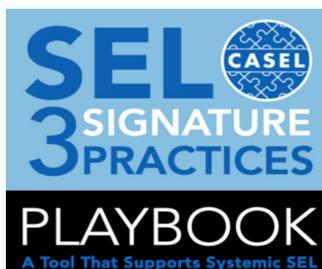
In PPS, we embrace Transformative SEL—which is a form of SEL implementation that concentrates SEL practice on transforming inequitable settings and systems, and promoting justice-oriented civic engagement.

“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)	Backup Meeting Role (Facilitator, Data Analyst, Minute Taker)
Climate/ILT Representative			
Administrator	Sheryl Malone		
Family Member			
Behavioral Expertise	Kristi Loupe-Counselor	Facilitator	Data analyst
Coaching Expertise	Isabel Recht		Minute Taker
Knowledge of Academic/ Behavioral Patterns	Jet Griffith Kristina Porter	Data Analyst	
Knowledge of School Operations/Programs	Tom Myers Kristina Porter	Minute Taker	Facilitator
Student (for HS)			

### Climate Team Meeting Schedule

Month	Date/Time	Room	Topic/Assessment
August	8/31/21	217	Overview, and goal setting
September	9/28/21	217	Tiered Fidelity Inventory (TFI) Assessment & Action Plan Last year's Discipline Data Review
November	11/2/21	217	Monthly Discipline Data Review
January	1/4/21	217	Tiered Fidelity Inventory (TFI) Assessment & Action Plan
February	2/8/21	217	Monthly Discipline Data Review
March	3/8/21	217	Monthly Discipline Data Review
April		217	Monthly Discipline Data Review
May	5/3/21	217	Tiered Fidelity Inventory (TFI) Assessment, Action Plan & Review/Update Climate Handbook
June	TBA	217	Planning for rollout next year



**Meeting Agenda:**

- [Skyline K-8 Climate Committee Agenda and 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. **Knowledgeable**
2. **Principled**
3. **Courageous**

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 Skyline K-8 ensure that our school values are inclusive and affirming.

These school values are important for the Skyline K-8 school community, because these are the qualities that help students be successful in life. Our students need to understand and exercise Skyline 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** [Skyline Common area behavior expectations](#) & [overall expectations with our values](#)

**TEACHING EXPECTATIONS (1.4)**

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

**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
<b>August 24- September 30, 2021:</b> Teams ensure that school staff understand that all students need explicit teaching about co-constructed expected behavior at school.*
<b>January 3-January 7, 2022:</b> Teams ensure that school staff understand that all students need explicit teaching about co-constructed expected behavior at school.*
<b>March 28-April 1, 2022:</b> Teams ensure that school staff understand that all students need explicit teaching about co-constructed expected behavior at school.*
<b>As indicated by Skyline K-8 discipline data 2021-2022</b>

**Active Supervision** [Skyline K-8 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. 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**

[Skyline K-8 Discipline Flowchart](#) [\[Click for Samples\]](#)



**DISCIPLINE POLICIES (1.6)**

Skyline K- 8 School will utilize proactive and inclusive practices so students feel connected to the learning community. We will provide students with the opportunity to reflect on the impact of their actions and develop the skills to make better choices in the future with the goal that the student be reintegrated back into the learning community.

{Click here for sample Discipline Policies}

{Click here for Reset/Think sheet process and samples}

**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
<b>August</b>	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>	
<b>September</b>	Creation of School Vision	
<b>October</b>		
<b>November</b>		
<b>December</b>		
<b>January</b>		
<b>February</b>	2/15	
<b>March</b>		
<b>April</b>		
<b>May</b>	5/10  Review of School Climate Plan/Staff Handbook	



June		
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### **CLASSROOM PROCEDURES (1.8)**

Every teacher will have an Effective Classroom Practices Plan (E CPP). E CPPs 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.

{[Skyline K-8 Effective Classroom Practices Plans](#)}

{[Skyline K-8 Guest Teacher Support System](#)}

{[Click here for Effective Classroom Practices Plan & Guest Teacher Support System Resources](#)}

### **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. 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:

- Skyline Eagle tickets with prize drawings each week.
- Teachers/Staff give out tickets every time a student is recognized for positive behavior aligned with our IB traits
- Schoolwide systems; Golden Eagle classroom rewards given monthly
- Feedback from students and families about current systems and planning for changes and improvements



### Acknowledgement Matrix

Type	What	When/Where	Who Gives Them?
<b>Immediate/ High frequency</b>	Kids: Skyline Eagle tickets <b>Adults:</b> Staff & Bus drivers	Classroom, busses & Common areas	All Staff
<b>Redemption of immediate/ High Frequency</b>	Kids: Guest Speaker <b>Adults:</b> Kristi	Weekly Monday Morning Announcements	
<b>Long term SW Celebrations</b>	Kids: Assemblies, Drawings/Wheel <b>Adults:</b> {Insert Adult names}	Kids: Monthly assemblies?, Weekly drawings <b>Adults:</b> {Insert Adult names}	Teachers, Cafeteria duty staff
<b>Continued Excellence Programs</b>	Kids: <b>Adults:</b> {Insert Adult names}	Kids: Walking Field Trips, Intermittent free dress, end of the year field trip <b>Adults:</b> {Insert Adult names}	Students apply for program

{Click here for sample Feedback & Acknowledgement Systems}

### 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
<b>September</b>	August 24- September 30	
<b>January</b>	January 3-January 7	
<b>April</b>	March 28-April 1	
<b>June</b>	School Climate Survey	

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

#### Schedule for family involvement activities

Date	Topic & Group	Activities	Organizer
<b>9/15</b>	Back to School night		
<b>10/15</b>			
<b>11/15</b>			
<b>12/15</b>			
<b>1/16</b>			



2/16			
3/16			
4/16			
5/16			
6/16			

[Skyline K-8 Plan for Student Involvement](#)

[Skyline K-8 New Student/Family Plan](#)

[\[Click here for Student/Family/Community Involvement Resources\]](#)

**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*

- 2020-2021:

**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](#).

*Recent SSS data*

- 2020-2021:

**School Climate Action Plan (CR-TFI):** {Link to school CR-TFI Action Plan here: may be set for view/comment only to prevent editing by non team members} {Click here for CR-TFI Action Plan Template} See appendix.



## Appendix

**School:** {School Name} **School Climate (CR-TFI) Action Plan**

**Date:**

{Insert your school's TFI Action Plan plan here} {Click here for TFI Action Plan Template}



{Insert full common area expectation lesson plans and teaching schedule here}

