
Alameda School Climate Handbook

Alameda Expectations

S. O. A. R.

Safe

Optimistic

Accountable

Respectful

2019-2020



Alameda Mission Statement: We are a diverse community of life-long learners who are creative, responsible, and respectful. We are committed to meeting the academic, social, and emotional needs of our students.

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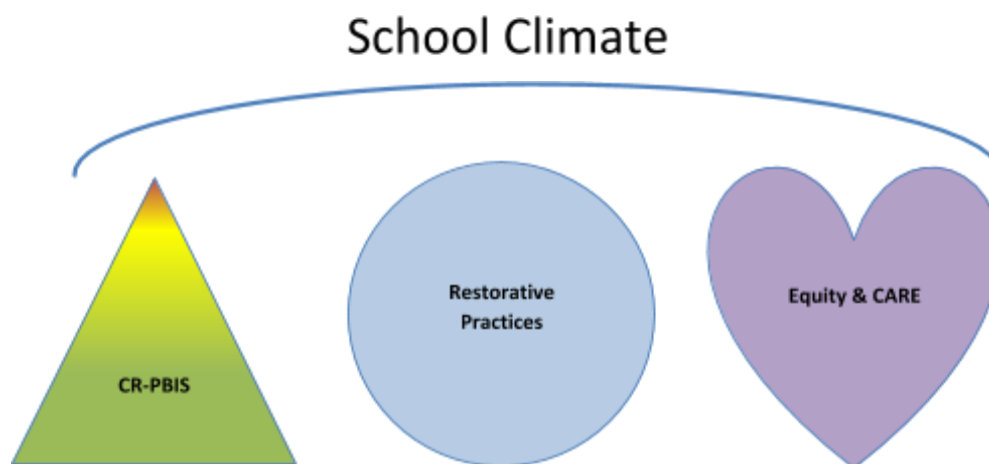
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WHAT IS SCHOOL CLIMATE?

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 & INCLUSIVE PRACTICES

This handbook is intended to inform Alameda Elementary 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 goal is to provide all students with access to and support for their education and to reduce exclusionary discipline. We strive for discipline that is student centered and positive in both management and restorative practices. All students deserve to learn and at Alameda we support and include all students.



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			
Administrator	Kit Galloway	Facilitator/Notetaker	Any
Family Member			
Behavioral Expertise	? Anna Tofel	Consult School Counselors	Any
Coaching Expertise			
Knowledge of Academic/Behavioral Patterns	TBD	Teachers-Input, Data Analyst and PD Developers	Any
Knowledge of School Operations/Programs	All Members	All Roles	Any

We currently have an administrator, two counselors, three grade level teachers, and one specialist on our climate team. We are looking for a parent to sit on the climate team.

Climate Team Meeting Schedule

Month	Date/Time	Room	Topic/Assessment
August	August 23rd eClimate PD	Library	Alameda PBIS and Restorative Practices-Committees and plan for 2018-2019
August 28th	Committee Meetings	TBD	Goals and Norms for Climate Team Schoolwide Climate and Restorative Practices
October	29th 3:15	TBD	Monthly Discipline Data Review & SIT PROCESS, PLC
November	TBD, 3:15	TBD	Schoolwide Plan Review and Next Steps/Concerns Restorative Justice PD and Review
January	14th, 3:15	TBD	Tiered Fidelity Inventory (TFI) Assessment & Action Plan
February	25th, 3:15	TBD	Reteaching Expectations-Classroom Walkthroughs and Look fors
March	17th, 3:15	TBD	Monthly Discipline Data Review & Next Steps
April	21st, 3:15	TBD	Next Steps for 19-20
May	TBD	TBD	Review Progress
June	TBD	TBD	Planning for rollout Next Year



Meeting Agenda:

- All Climate Team meetings are conducted using the COMMITTEE AGENDA FORMAT HERE:
https://docs.google.com/spreadsheets/d/17eFRivnRb4HpPjR5_-Zv0zlj_5WzDjh2wdziXqUHHpQ/edit?usp=sharing
- 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:**

How to soar like an Alameda Eagle.

1. Safe-We are safe with our bodies and treatment of others.
2. Optimistic-We are always looking for the good in others and the situation.
3. Accountable-We take responsibility for our actions.
4. Respectful-We follow instruction, are considerate, and have a growth mindset.

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 Alameda 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 Alameda school community, because these are the three things that help students be successful in life. Our students need to understand and exercise Alameda 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.





TEACHING EXPECTATIONS (1.4)

Yearly Schedule for Teaching Common Area Expectations

Date
August- September 2019: Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide.
January 2020: Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide.
March-April 2020: Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide.
As indicated by Alameda discipline data 2018-2019

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

DISCIPLINE POLICIES (1.6)

For Alameda’s defining behaviors and discipline policies, please see link:

<https://docs.google.com/a/apps4pps.net/document/d/1Uu-4N17mSBLgXxSuhT4TQIbUwmexZGgvXePXFgPIL2Q/edit?usp=sharing>

Alameda staff utilize a variety of proactive, instructive, and restorative approaches that reflect our community’s values. Please review the linked flowchart to review our specific intervention practices. In addition, review the behavior chart and Classroom intervention toolbox matrix below for more information.



Sample Behaviors

Teacher and/or Counselor Managed	Administration Managed
<p>Absenteeism / Tardiness Disruptive Conduct Minor harassment Soft aggression-pushing/line issues Student Disagreement Insubordination Inappropriate and offensive language Leaving without permission Plagiarism Possession of prohibited items Small property damage Improper Use of Technology Minor theft Threat causing fear of harm (self)-Counselor Family death/illness-Counselor Anxiety and/or school refusal-Counselor Family changes-Counselor Consistent work refusal-Counselor Emotional outburst-Counselor</p>	<p>Bullying Harassment (Chronic) Physical Aggression/Fighting Extreme profanity Safety concern for student or staff Stage 2 behaviors chronically repeated Threats to others Extreme vandalism Major theft Major improper use of technology Racism/Sexism/Transphobia/homophobia</p>

Classroom Intervention Toolbox-Interventions should be included in Classroom Management Plan

<p><u>Non-Verbal Correction</u> “The look . . .” Gestures, signals, icons Special plans with individual students Break cards, etc., Break Space Proximity</p>	<p><u>Pre-Correct</u> CHAMP it out! Review expectations before activity and frequently</p>	<p><u>Structured Breaks</u> Movement breaks Re-grouping breaks Self-regulation skills-Zones of Regulation</p>
<p><u>Respectful Verbal Correction</u> State expected behavior (Instructional) 1 or 2 words or short sentences Brief interruption of lesson Praise</p>	<p><u>Academic Assistance</u> Check for understanding Access peer support SIT process</p>	<p><u>Planned Meetings</u> Community Circles Conference time with students Contract/Goal Setting</p>



**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 	Climate Team
September	How to build a learning community. PD with staff around effective response to behaviors and PBIS systems in classroom.	Climate Team
October	SIT Process: How to use to assist our students with Tier I, II and III interventions. Refine referrals and student support. Inclusive practices.	Climate Team
November	Restorative Justice Review. How is it working and what are our next steps.	Climate Team
December	Reinforce Expectations. What are our next steps with our SIT process and team?	Climate Team.
January	TBD	Climate Team
February	Expectations review	Climate Team
March	Classroom climate and behavior management	Climate Team
April	TBD	
May	Review of School Climate Plan/Staff Handbook	
June	Review of handbook and planning for next year.	

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. 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. Each of our teachers have created a classroom management plan to address the needs of their learners in their classroom. For the specific management plan for your child's classroom, please contact your child's teacher.

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: During this school year we are teaching kids about the concept of "BucketFilling." This concept of being a bucket filler comes from the book 'Have You Filled a Bucket Today?' by Carol McCloud. The purpose of "BucketFilling" is to improve social and emotional learning. It is based on a simple concept where we each have an invisible bucket with the singular purpose of holding good thoughts and feelings about ourselves. When we are happy and good to others, our buckets become full. When we are sad or unkind to others, our buckets become empty. Bucket Fillers fill both their own and others' buckets. Conversely, if a person is unkind or hurtful, they are referred to as "Bucket Dippers." Like Bucket Fillers, Bucket Dippers dip into both their own bucket and others' buckets when they choose to be mean or hurtful to others.

During this school year we are encouraging, reminding, and recognizing everyone's efforts to be bucket fillers at home, at school, and everywhere they go. At school, each classroom will have a bucket they can fill with notes acknowledging students who are being safe, respectful, and responsible. We will have a weekly drawing with prizes for students who receive bucket filling notes. As parents, you can help reinforce this by discussing this further with your child and using some of the terminology (bucket fillers, bucket dippers) discussed in this newsletter.

If you would like to learn more about bucket filling, there are several websites that expand on this concept. One website you can visit is the Bucket Fillers website, www.bucketfillers101.com.

Thanks for supporting Bucket Filling at Alameda!



Acknowledgement Matrix

Type	What	When/Where	Who Gives Them?
Immediate/ High frequency	Kids: Bucket Fillers and Classroom Incentives	Classroom & Common areas	All Staff
Redemption of immediate/ High Frequency	Kids: Fridays at lunch-Bucket Filling awards Weekly celebrations, VIP lunches etc.,	Lunch room	Admin and Counselors
Long term SW Celebrations	Kids: Assemblies, classroom celebrations, special lunches, Etc.,	Kids: Weekly Drawings	Teachers, Cafeteria duty staff
Continued Excellence Programs	Kids: Bucket filler lessons and rewards all year.	Kids: Walking Field Trips, classroom celebrations, Friday dance parties	Teachers, counselors, admin.

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 28th-September 30th	Restorative Practices and Classroom Management
January	January 6th-January 10th	TBD
April	March 30th-April 3rd	Tier I and II supports
June	School Climate Survey	Next Steps

PLAN FOR FAMILY, STUDENT AND COMMUNITY INVOLVEMENT (1.11)

Alameda is an involved school community with an ongoing cycle of student, family, and community involvement. We have a vibrant PTA with many opportunities for parents to connect with the faculty and other parents. We have a parent equity team that works closely with the staff equity team to build inclusiveness for all. We have a variety of family nights and plays, concerts, and other student performances for parents and family to attend. We have



many after school classes and opportunities to build student success. To see a full list of the many ways that Alameda supports and embraces our school community, please visit:

<http://www.pps.net/domain/3992>

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

- 2016-2017:
 - Tier 1: 87%

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.



Appendix

School: Alameda School Climate (TFI) Action Plan

To view current TFI, please visit:

https://docs.google.com/a/apps4pps.net/document/d/18xJFO7mNdJeUXEf9w_25WEEkTL1s39u43gR78wGrhBo/edit?usp=sharing

To view sample lesson plan for teaching common area expectations, please visit:

<https://drive.google.com/a/apps4pps.net/file/d/0B7uMCo0SHiX4bXNHbk1pN0o4bzQ/view?usp=sharing>

