

School Climate Handbook



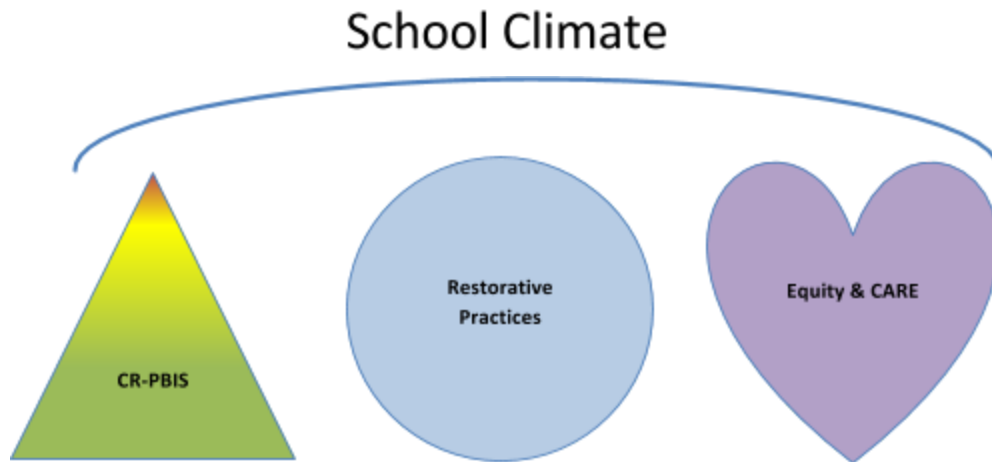
**Laurelhurst K-8 School
Home of the Lions
2017/18**

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What Is a School Climate plan?

A School Climate Plan is a way for our staff to be intentional about creating a positive and inclusive community for all our students at Laurelhurst. Our climate plan encompasses three PPS elements: 1. CR-PBIS (Culturally-Responsive Positive Behavioral Interventions & Supports), 2. Restorative Practices 3. Equity & CARE (Collaborative Action Research for Equity) practices. It is a “living document” that we review and revise every year.



What is 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 (compliment cards), 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.
- Has a reward system that acknowledges students who demonstrate positive behaviors (such as compliment cards) given to students who are doing the right thing.
- Gives feedback on inappropriate behavior. CR-PBIS does not do away with consequences; it just emphasizes them less than positive behavior.

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*)

What are our School Wide Expectations at Laurelhurst?

The Laurelhurst School Climate program is built around 3 SHARED VALUES.

BE Safe: *Doing things that are physically and emotionally safe.*

BE Respectful: *Recognizing the worth and importance of self and others.*

BE Responsible: *Be dependable and trustworthy.*

This is what being Safe, Respectful and Responsible looks like in our Laurelhurst Community:

1. Follow the direction of all school adults the first time
2. Keep hands, feet, body and objects to self
3. Walk at all times - on the right
4. Take proper care of the property belonging to others, the school and yourself
5. Use appropriate and kind language
6. Be on time and be ready
7. Use an “inside” voice, or “6-inch” voice inside
8. Help others if they are in trouble
9. Use electronic devices appropriately
10. Dress appropriately
11. Follow school rules

Laurelhurst Expectations

| Area | Safe | Responsible | Respect |
|-----------------------------|--|--|--|
| Classroom | <ul style="list-style-type: none"> • Walk • Take turns | <ul style="list-style-type: none"> • Be on time • Complete your work • Clean up your area | <ul style="list-style-type: none"> • Listen • Take turns talking • Stay on task • Raise hand to talk & wait to be called on |
| Assemblies & Special Events | <ul style="list-style-type: none"> • Stay seated until dismissed by an adult • Sit in assigned area | <ul style="list-style-type: none"> • Enter and exit quietly • Sit on your bottom • Hands, eyes and ears on presentation | <ul style="list-style-type: none"> • Use attentive listening • Show appreciation for performer or speaker • Follow Laurelhurst Listener signal |
| Cafeteria | <ul style="list-style-type: none"> • Stay seated until dismissed • Raise your hand for help • Report all spills to staff • Handle/eat own food | <ul style="list-style-type: none"> • Voices off when “Laurelhurst Listeners” is announced • Food is on your plate, in your mouth, or in the compost • Recycle responsibly • Walk on sidewalk to playground • Inside voice | <ul style="list-style-type: none"> • Enter cafeteria quietly • Listen to duty person • Take the amount of food you will eat • Eat what you take • Clean up your table space |
| Computer Lab | <ul style="list-style-type: none"> • Only visit authorized sites on the Internet | <ul style="list-style-type: none"> • Follow computer lab guidelines • Lab use with staff supervision only • Print only what is needed for schoolwork • Log out after use | <ul style="list-style-type: none"> • Use quiet voices • Respect equipment • Follow teacher directions |
| Fire Drills | <ul style="list-style-type: none"> • Walk • Proceed to nearest exit immediately | <ul style="list-style-type: none"> • Stand quietly in designated class meeting place, facing away from school | <ul style="list-style-type: none"> • Silently wait for directions |
| Gym | <ul style="list-style-type: none"> • Gym is used only with supervision • Food and drinks are left outside the gym • Food and drinks are prohibited | <ul style="list-style-type: none"> • Wait for directions • Use equipment appropriately and with care • Return equipment to designated areas • Be a team player | <ul style="list-style-type: none"> • Show good sportsmanship • Include everyone • Encourage others |

| | | | |
|-------------------------------|--|--|---|
| Hallways/ Stairs | <ul style="list-style-type: none"> ● Walk on the right | <ul style="list-style-type: none"> ● Use a hall pass ● Device-free zone ● Go directly to your destination | <ul style="list-style-type: none"> ● Respect the personal space of others ● Inside voice ● Use your assigned locker |
| Library | <ul style="list-style-type: none"> ● Walk ● No food or drink in the library ● Four legs of chair on the floor ● Handle materials with care | <ul style="list-style-type: none"> ● Wait in line patiently and quietly ● Ask for assistance from the library staff ● Return books on time | <ul style="list-style-type: none"> ● Inside voice ● Pick up area before leaving ● Return books to their correct place |
| Playground/ Recess | <ul style="list-style-type: none"> ● Follow safety rules on equipment ● Walk in the play structure area ● Balls are kicked in designated areas, below the waist ● Rocks and bark dust remain on the ground | <ul style="list-style-type: none"> ● Play where an adult can see you ● Report problems to an adult immediately ● Stay within playground boundaries ● When the bell rings, all play stops and students move to lines | <ul style="list-style-type: none"> ● Use kind words and actions ● Listen to and follow adult directions ● Everyone is allowed to play ● Follow game rules |
| Restrooms | <ul style="list-style-type: none"> ● Keep water inside sink ● Wash hands with soap and water; dry hands ● Climbing under stalls and/or hanging on doors is not allowed ● Put paper towels in garbage | <ul style="list-style-type: none"> ● Clean up after yourself ● Put garbage in the container ● Report problems to an adult ● Conserve on paper products ● Return to class quickly ● Leave stalls unlocked when finished | <ul style="list-style-type: none"> ● Flush toilet after use ● Respect property and privacy of others ● Leave bathroom as you found it ● Use quiet voices |

How and when will we teach and review our expectations?

First Week of School:

- PBS rotation including playground, cafeteria, hallways/restrooms, computer labs, library, gym & office.
- The Big Three Expected Behaviors with universal expectations.
- The Discipline Process.
- Rights and Responsibilities handbook.

Week Two: Reinforcement of the Big Three in the classroom

Quarter 1:

- Use Appropriate Language Lesson & Being Respectful and Responsible to a Substitute lesson.
- Be On Time, Transitioning and Be Ready Lesson (On Going)

- Appropriate Assembly Behavior

Week Fifteen (after Thanksgiving): Review the Big Three

Week Eighteen (after Winter break): Review the Big Three, Review Recess and Lunch expectations

Week Twenty-Nine (after Spring break): Review the Big Three, school wide rotation schedule re-teaching common area expectations

Month of April - weekly PBIS [lessons](#)

Ongoing Booster lessons may be scheduled throughout the year depending on needs.

What are the Life Skills Focus for 2017-18?

We will intentionally teach & acknowledge the following life skills each month:

- September- Active Listening
- October - Responsibility
- November/December - Flexibility
- January - Problem Solving
- February- Trustworthiness
- March- Integrity
- April- Patience
- May- Initiative

How will we acknowledge and reward behaviors that demonstrate our Laurelhurst values and expectations?

We believe acknowledgment should be:

- sincere
- for students and staff
- for ordinary as well as complex behaviors
- for behaviors that exemplify our Safe, Respectful, and Responsible values

How do we accomplish this?

- Directly link the behavior to be acknowledged to Safe, Respectful and Responsible by and then cite specific behavior that exemplifies SRR
- Give Compliment Cards to acknowledge behaviors that are SRR.
- The rate and timing of the rewards should be unpredictable, and based on specific behaviors that are SRR.
- They should be available to all kids, not just the ones who need the most support.
- Since the goal is to have students self regulate their behavior, we accomplish this with a three step process for giving reinforcement:
 1. Give student a Compliment Card acknowledging specific behavior
 2. Give the student praise for the behavior

3. Give the student a prompt to self reinforce - “you should feel proud of yourself”
“you’re a responsible kid”

How do we respond to behaviors that do not demonstrate our Laurelhurst SRR values?

Our plan is to reteach the behavior if students are not getting it - just like we do with any other subject. Lasting behavior takes time and patience but it is worth it to take the time to teach kids rather than “hammering” kids. We bring attention to the behavior, not the student.

Verbage:

- If a student says, “I’ll never get a reward,” say: “You never know when you might be picked, you improve your chances the more you do it right.”
- Be careful what you say about the Compliment Cards. There may be students who don’t care, but a lot of them do.

What are the ways we acknowledge our students at Laurelhurst?

PEER HELPERS= Earn small prizes after helping facilitate a fun and engaging recess for all. Open to grades 4-5. See Ms. Kristin for applications after progress reports.

PRINCIPAL’S LIST = certificate and special recognition for making the list at the end of the year for 8th graders:

HONOR ROLL = special recognition for making the list at the end of the year for 8th graders

DRESS UP DAYS = Monthly dress up days for school wide positive behavior.

STUDENTS OF THE MONTH = nominated by staff and recognized at assemblies with certificates and treats

SPIN THE WHEEL (FRIDAY DRAWING) =

- o School supplies
- o Fidgets
- o Granola bars
- o Ms. Kristin’s Treasure

SCHOOL STORE = Middle school students may purchase items from the compliment cards given to them by staff.

What are Restorative Justice 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.

Laurelhurst aims to provide students with the opportunity to reflect on the impact of their actions, restore the harm, and develop the skills to make better choices in the future with the goal that students be reintegrated back in the learning community. To this end, we have adopted a disciplinary philosophy grounded in RJ while still abiding by PPS’ Student Conduct & Discipline Guidelines.

Restorative justice in schools is an alternative discipline model with a focus on building student accountability while strengthening students and community relationships. Restorative justice helps reduce exclusionary practices, as well as decrease police and juvenile justice involvement. It is not a singular program or process; rather a philosophy and practice based on a core set of principles that emphasizes healing and repair over punishment, inclusion over exclusion, and individual accountability with a high level of community support. Restorative practices promote healthy school communities by changing behaviors, engaging community, creating safety, and ultimately decreasing dropouts and low graduation rates. Practices can be proactive and reactive, such as restorative inquiry, mediation, conferencing, dialogue, circling that are rooted in three fundamental underpinnings:

1. **Understanding the impact and repairing the harm:** Restorative practices focus on understanding the collective impact and repairing the harm associated with misbehaviors, establishing responsibility and meaningful accountability, and preventing future misbehaviors. Each process incorporates the following essential questions:
 1. What happened?
 2. Who was affected/impacted?
 3. What can be done to make things right?
 4. What will keep things right?
 5. How can others support you?
2. **Engaging community:** Restorative practices rely on building a web of relationships throughout the school community, including administrators, teachers, staff, school resource officers, students, family and community organizations that supports students to make responsible decisions and holds them accountable for misbehaviors. Community support could mean participation in a mediation or circling process or providing community service opportunities.
3. **Empowering all involved:** The primary function of restorative justice in schools is to reintegrate the students who has misbehaved as a productive member of the school community, rather than excluding the students and risking further separation, negative attitudes towards school and discontinuation of academic learning. It is also critical that for those impacted to have a voice in helping to define the harm or impact has been and how to repair it so they feel equally supported by the school community and also stay engaged as a member of the school community.



What are our Laurelhurst Behavioral Referral Guidelines?

| Minor Behaviors <i>*Behaviors are handled on the spot using intervention strategies & teachable moments</i> | Stage 1 Behaviors <i>*PPS stage 1 form or Problem Solving sheet can be used. (Teacher much contact parent)</i> | Stage 2-3 Behaviors <i>*Office referrals. (Administration must contact parent)</i> |
|---|---|---|
| <u>Language</u> <ul style="list-style-type: none"> • Language “slips” • Inappropriate non swearing language • Inappropriate language not understood | <u>Swearing/Vulgarity</u> <ul style="list-style-type: none"> • Swearing • Use of offensive hand gestures • Inappropriate sexual talk • Inappropriate computer use | <u>Swearing/Vulgarity</u> <ul style="list-style-type: none"> • Repeated use of swear words repeatedly or offensive hand gestures • Repeated or vile sexual talk |
| <u>Vandalism/Theft</u> <ul style="list-style-type: none"> • Careless accidents • Teasingly taking others possessions • Thoughtlessly damaging property | <u>Vandalism/Theft</u> <ul style="list-style-type: none"> • Taking others possessions to keep | <u>Vandalism/Theft</u> <ul style="list-style-type: none"> • Purposely damaging property |
| <u>Annoyances</u> <ul style="list-style-type: none"> • Lack of focus • Noise making • Out of seat • Silly answers | <u>Classroom Disruption</u> <ul style="list-style-type: none"> • Repeated talk-outs • Stopping the learning process | <u>Serious Classroom Disruption</u> <ul style="list-style-type: none"> • Unsafe behaviors |
| <u>Reluctant Compliance</u> <ul style="list-style-type: none"> • Initially resisting or ignoring directions | <u>Ignoring Instructions</u> <ul style="list-style-type: none"> • Ignoring reasonable requests | <u>Defiance</u> <ul style="list-style-type: none"> • Repeated refusal to follow directions • Insubordination |
| <u>Thoughtlessness</u> <ul style="list-style-type: none"> • Doesn’t care if hurts feelings • Isolated instance of disrespect | <u>Disrespect</u> <ul style="list-style-type: none"> • Has to have the last word • Argumentative to peers and staff • Disrespectful body language • Significant back talk | <u>Disrespect</u> <ul style="list-style-type: none"> • Chronic argumentation and aggressive language |
| <u>Teasing</u> <ul style="list-style-type: none"> • Altering names • Annoying on purpose; “bugging” | <u>Pre-harassment</u> <ul style="list-style-type: none"> • Pattern of “Put downs” • Pattern of threatening stares • Pattern of mean-spirited teasing | <u>Harassment</u> <ul style="list-style-type: none"> • Threats/extortions • Ethnic, racist, sexist, disability related, sexual orientation or religious based remarks |
| <u>Hands/Feet/Objects Not to Self</u> <ul style="list-style-type: none"> • Poking or pushing • Pinching, jostling • Retaliating as above | <u>Roughness</u> <ul style="list-style-type: none"> • Play wrestling or body holds • Pre-fighting, aggressive posturing - no physical contact • Inappropriate touching | <u>Fighting/Aggression</u> <ul style="list-style-type: none"> • Hitting/kicking/punching • Any type of sexual touch <u>Weapons/Drugs/Alcohol</u> |

Please note: Stage 2-3 = Ongoing behaviors that are disruptive to learning and unresponsive to Stage 1 interventions

What is our Student Management Plan?

Minor classroom infractions

1. teacher choice (Intervention such as change seating, redirection, time out, modify work, proximity, etc.)
2. teacher choice
3. teacher choice
4. teacher choice
5. parent contact (phone or email)
6. review of student file

Stage 1 classroom infractions

Stage 1 behavioral referral and phone call or email follow up with parents

Stage 2-3 infractions (Behaviors include: pattern of multiple timeouts in same class, harassment/intimidation, pattern of inappropriate computer use, aggressive behavior, profanity/obscenity directed toward staff or students, weapons, major defiance, fighting, theft and vandalism, threat of bodily harm, drugs/alcohol)

1. Conference with administrator, phone call or email follow up with parents by administrator
2. Possible meeting with parents and/or support staff
3. Restorative sessions
4. One-on-one mentorship
5. Peer mentorship
6. Extra supports include:
 - a. School Based Resources: Impact NW, 504 plan, FBA, Evaluation Planning, School Avoidance Assessments
 - b. District Based Resources: Student Success Center, MSP, Pioneer, Mt. Scott, Enrollment & Transfer, Redirection
 - c. Community Based Resources: NW Family Services, Albertina Kerr, Harry's Mother, Dougy Center, Morrison Center

How is Equity and CARE part of our school climate plan?

This climate handbook is intended to inform Laurelhurst 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 (Collaborative Action Research for Equity) 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.” - Lorenzo Poe