

SCHOOL CLIMATE OVERVIEW:

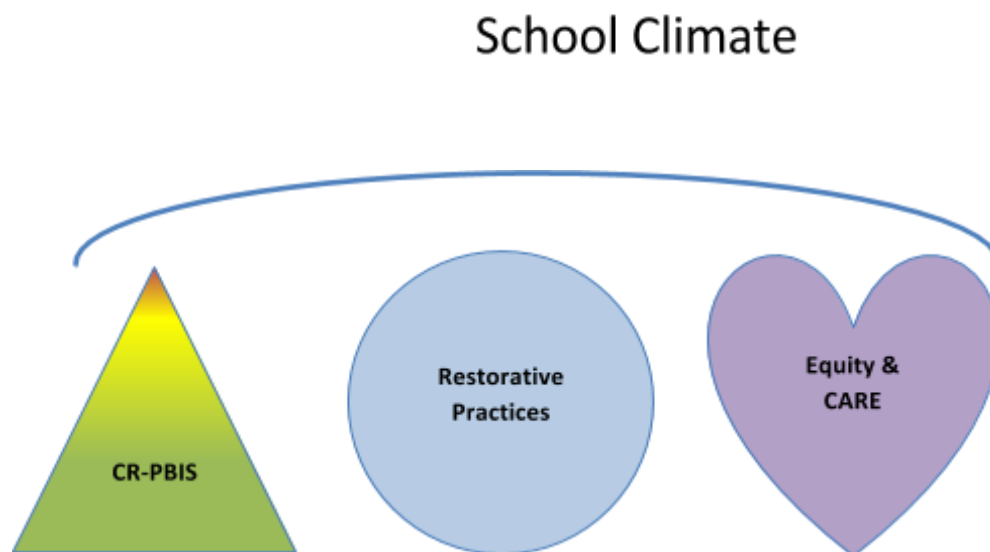
WHAT IS SCHOOL CLIMATE?

School Climate is the learning environment created through the interaction of human relationships, physical setting and psychological atmosphere.

Why is School Climate Important?

Perceptions about school climate impact teacher morale and student achievement. Positive school climate benefits students, teachers, and staff. Teachers are motivated to teach, students are motivated to learn

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)



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 Sellwood Middle 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)
Coordinator	Marylyn John	Data Analyst	
Administrator	Marylyn John	Facilitator	Note Taker
Family Member	<i>Melissa Whiteside</i>	Note taker	
Behavioral Expertise	Christy Wheeler	Data Analyst	Note Taker/ Updating
Coaching Expertise	Carolyn Fisher	Intervention Coach	SPED data analyst
Knowledge of Academic/Behavioral Patterns	Daniel Morel-Hart	SPED data analyst	
LA/SS Teacher	Caroline McCulloch	Data Analyst	
Science Teacher	Craig Naze	Data Analyst	
Math Teacher	Linda White	Note taker	

Climate Team Meeting Schedule

Month	Date/Time	Room	Topic/Assessment
August 25			2017/18 Start Up meeting, Plan Climate PD ½ day
September 18			Handbook, review of first weeks
October 12			Monthly Discipline Data Review
November 15			Monthly Discipline Data Review
December 7			
January 11			Tiered Fidelity Inventory (TFI) Assessment & Action Plan
February 15			Monthly Discipline Data Review
March 15			Monthly Discipline Data Review
April 19			Monthly Discipline Data Review
May 17			Monthly Discipline Data Review
May 31			Planning for rollout next year

Meeting Agenda:

- All Climate Team meetings are conducted with whole school focus and planning.
- Monthly Discipline Data is analyzed

- 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)

SAFE RESPECTFUL RESPONSIBLE

IN ALL COMMON AREAS

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 how it looks in different common areas. This will help Sellwood ensure that our school values are inclusive and affirming.

- These school values are important for the Sellwood school community, because these are the three things that help students be successful in life. Our students need to understand and exercise the Character Traits 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

Sellwood Middle 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, restore the harm, and develop the skills to make better choices in the future with the goal that the student be reintegrated back in the learning community.

[Link to Expectations Matrix here](#)

All School Gathering Protocol:

We meet with each grade level independently three times during the school year to go over the expectations matrix. August, January, and April.

TEACHING EXPECTATIONS (1.4)

Yearly Schedule for Teaching Common Area Expectations

Date
August 30- September 8, 2017: Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide.
January 4-January 8, 2018: Explicit, direct instruction in core values, student behavior, classroom expectations, and

common area expectations building wide.

March 28-April 1, 2018: Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide.

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, AND 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

Student Referral Form: [Link to behavior referral form](#)

Sellwood Climate Plan

<p>INCLUSIVE</p> <p>PRACTICES</p>	<p><i>The teacher builds an intentional learning community by:</i></p> <ul style="list-style-type: none">• Greeting students by preferred name at the door during transitions to have a positive initial interaction• Creating community agreements with input from students that are posted and referred to regularly• Make curriculum relevant to student lives through culturally responsive teaching• Produce, Exhibit and Celebrate Student work as valued, honored and shared for the benefit of all members of the community.• Providing leadership opportunities for students at all levels through: classroom responsibilities, teacher assistants, Peer Helpers, student council, after school clubs, GSA leaders.• Collectively identify and examine the definition and application of the Character Traits within the school community and honor students monthly for identified traits.• Developing classroom routines & sticking with them, such as a warm up activity posted on the board to make the start of the lesson count
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	<ul style="list-style-type: none"> • Use specific positive reinforcement/acknowledgement at a significantly higher rate than redirection/correction, 4:1. • Building positive relationships with students and families by connecting about life outside of school and sharing stories/ artifacts • Finding ways to make the curriculum relevant to students' lives (through their culture, language, interests, etc.) when appropriate. • Use mindful listening with students in order to ensure that communication is both effective and reflective for students and teachers. • Looking for opportunities where students can contribute and make choices in the curriculum when appropriate • Positive phone calls to parents • Clarity and culturally responsiveness in communication to students, families, and community • High expectations for students with teachers providing high supports and scaffolding 		
BEHAVIOR	STAGE 1 BEHAVIOR OCCURS Managed by teacher Student remains in class	STAGE 2 BEHAVIOR OCCURS Referral that may include admin. Student remains in class	STAGE 3 BEHAVIOR OCCURS Immediate admin. assistance Student is removed from class
	Bothering/pestering, cheating, damaging property, excessive talking, getting out of line, mild defiance, mild cursing, not following directions, play fighting, pushing or shoving, running, taking other's property, teasing/put-downs	Abusive/Profane language, Class cutting/leaving without permission, Deliberate misuse of property, Display of patently offensive material, Disruptive conduct, Forgery, Gambling, Harassment: bullying, Inappropriate dress, Inappropriate use of technology, Indecent (obscene) gesture, Insubordination, Interference with school personnel, Intimidation, Loitering, Off limits, Open defiance, Plagiarism/cheating, Possession of prohibited item, Possession/use of stolen property, Reckless	Alcohol/drug, Arson or attempted arson, Assault/menacing, Battery, Bomb threat, Burglary, Extortion, False fire alarm, Fighting, Firecrackers/explosives, Gang identifier, Harassment: sexual, Indecent exposure, Robbery, Theft: major, Tobacco, use and/or possession, Vandalism: major Weapons: dangerous, deadly, firearm, simulated, possession, use,

		vehicle use, Tardiness, Theft: minor, Threat of violence, Trespassing, Truancy, Vandalism: minor, Willful disobedience	threat with weapon
POSITIVE INTERVENTION OPTIONS	<p><i>Teacher 3 interventions from the following:</i></p> <ul style="list-style-type: none"> • Contact Family • Re-teach expectations • Provide choices whenever possible • Change seating • Movement Break • Class Meeting • Pre-correction • Private direction • Time out (in class) • Praise for taking responsibility • Identify replacement behavior • Redirect student • Modify/differentiate work • "Phone Basket" • "Yes/ And" Acknowledgement • Consult with SPED case manager, ELL teacher, psych, nurse, counselor 	<p><i>Teacher & Admin uses, implements, and/or supports:</i></p> <ul style="list-style-type: none"> • Stage 1 interventions • Restorative justice • Referral to Student Intervention Team • Time out (out of class-less than 10 minutes) with written reflection) • Behavior contract • Written agreements • Identify "safe place" to cool off • Parent/teacher/student/admin conference • Parent/teacher conference • Check-in/check-out routines with students • Meaningful work/community service • Quick Behavioral Assessment • Interest inventory • Daily progress report • Identify peer/mentor/adult supports • Based on the intervention options: Level 1: Conferences, Level 2: Interventions • Consult with SPED case manager, ELL teacher, psych, nurse, counselor 	<p><i>Teachers & Admin uses, implements, and/or supports:</i></p> <ul style="list-style-type: none"> • Stage 2 interventions • Referral to Student Intervention Team • Check-in/check-out routines with individuals • Safety or behavior plan • Referral to Major Suspension Program • Referral to DESCC • Consult with SPED case manager, ELL teacher, psych, nurse, counselor

<p>TEACHER</p>	<ul style="list-style-type: none"> • Teacher implements appropriate Stage 1 positive interventions (see above) • Teacher may complete Stage 1 Behavior Report online • Teacher must contact family 	<ul style="list-style-type: none"> • Teacher implements appropriate interventions • Teacher may submit Stage 2 Behavior Report online to Admin. Admin will automatically be alerted. • If necessary, teacher calls office and asks for Administrative assistance • Admin and teacher decide who will call family 	<ul style="list-style-type: none"> • Teacher calls office and asks for Administrative assistance • Teacher completes Stage 3 Behavior Report
<p>ADMINISTRATOR</p>		<ol style="list-style-type: none"> 1. Admin consults reporter/teacher about Stage 2 Behavior Report 2. Admin reviews possible actions (restorative or retributive) to take in consultation with PPS Student Rights and Responsibilities Handbook 3. Admin contacts families regarding consequence 4. Admin resolves incident within 2 days and follows up with teacher <p><i>*Stage 2 referral can become stage 3 for repeated offense</i></p>	<ol style="list-style-type: none"> 1. Admin picks up student and Stage 3 Behavior Report from classroom 2. Student does not return to class until conference with Administrator 3. Admin consults & follows up with reporter/teacher about Stage 3 Behavior Report the same day or next 4. Admin reviews possible actions (restorative or retributive) to take according to PPS Student Rights and Responsibilities Handbook



Student is reintegrated into the learning community

DISCIPLINE POLICIES (1.6)

Sellwood Staff will create inclusive practice by:

- Greeting students by preferred name at the door during transitions to have a positive initial interaction
- Creating community agreements with input from students that are posted and referred to regularly
- Make curriculum relevant to student lives through culturally responsive teaching
- Produce, Exhibit and Celebrate Student work as valued, honored and shared for the benefit of all members of the community.
- Providing leadership opportunities for students at all levels through: classroom responsibilities, teacher assistants, Peer Helpers, student council, after school clubs, GSA leaders
- Collectively identify and examine the definition and application of the Character Traits within the school community and honor students monthly for identified traits.
- Developing classroom routines & sticking with them, such as a warm up activity posted on the board to make the start of the lesson count
- Use specific positive reinforcement/acknowledgement, using Panther Paws, at a significantly higher rate than redirection/correction, 3:1.
- Building positive relationships with students and families by connecting about life outside of school and sharing stories/artifacts
- Finding ways to make the curriculum relevant to students' lives (through their culture, language, interests, etc.) when appropriate.
- Use mindful listening with students in order to ensure that communication is both effective and reflective for students and teachers.
- Looking for opportunities where students can contribute and make choices in the curriculum when appropriate
- Positive phone calls to parents
- Clarity and culturally responsiveness in communication to students, families, and community
- High expectations for students with teachers providing high supports and scaffolding

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 28	½ day Climate PD	Climate Team
September 19	SIT/Climate in Library	Climate Team
October 17	SIT/Climate in Library	Climate Team
November 21	SIT/Climate in Library	Climate Team
January 16	SIT/Climate in Library	Climate Team
February 20	SIT/Climate in Library	Climate Team
March 20	SIT/Climate in Library	Climate Team
April 24	SIT/Climate in Library	Climate Team
May 22	SIT/Climate in Library	Climate Team
June 5	Review of School Climate Plan/Staff Handbook	Climate Team

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 features of effective classroom management: Structure, teaching expectations, acknowledging positive behaviors, correcting misbehaviors.

[link to classroom management plan example](#)

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 (Panther Paws) 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:

- Greeting students by preferred name at the door during transitions to have a positive initial interaction
- Creating community agreements with input from students that are posted and referred to regularly
- Produce, Exhibit and Celebrate Student work is valued, honored and shared for the benefit of all members of the community.

- Providing leadership opportunities for students at all levels through: classroom responsibilities, teacher assistants, Peer Helpers, student council, after school clubs, GSA leaders.
- Use specific positive reinforcement/acknowledgement at a significantly higher rate than redirection/correction, 4:1.
- Building positive relationships with students and families by connecting about life outside of school and sharing stories/ artifacts
- Finding ways to make the curriculum relevant to students' lives (through their culture, language, interests, etc.) when appropriate.
- Looking for opportunities where students can contribute and make choices in the curriculum when appropriate
- Positive phone calls to parents

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 30 th -September 8 th	
January	January 8 th -January 12 th	
April	April 2 28 th -April 6 th	
June	School Climate Survey	

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

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 6-8)
- Reviewed by School Climate Team and shared with staff, students and families. Used to monitor and adjust climate initiatives.

School Climate Action Plan (TFI):

[Link to current TFI](#)