
Forest Park School Climate Handbook

Forest Park Values

Be Safe

Be Respectful

Be Responsible

2020-2021



Forest Park Elementary is a community of lifelong learners that seeks to demonstrate the knowledge, skills, and values required for productive global citizenship with mutual respect, cooperation, trust, support, commitment and community involvement by setting high expectations to teach and challenge each child to achieve their fullest potential academically, intellectually, emotionally, creatively, socially and physically.

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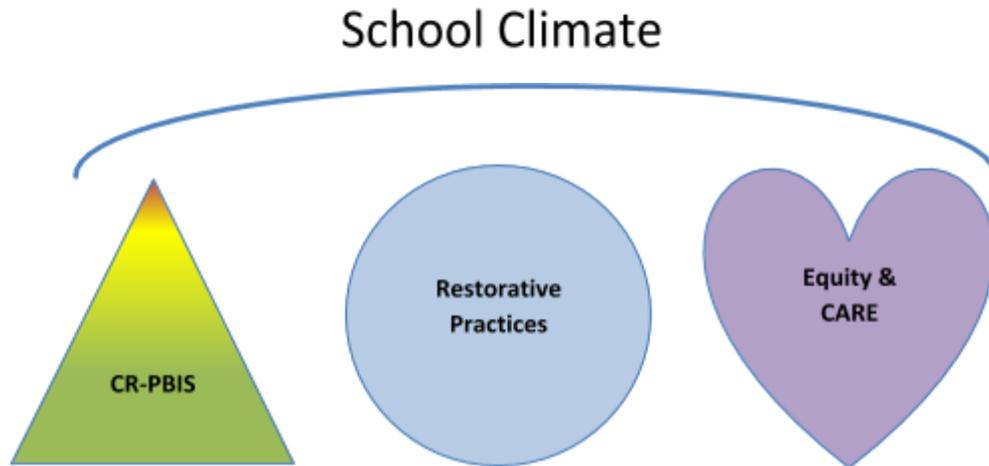
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WHAT IS SCHOOL CLIMATE?

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** students when they are following the expectations
3. Instructionally **correct** students 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 Forest Park 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 include 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	Lizzie OLeary	Facilitator	
Administrator	Cindi Swingen	Data Analyst	
Family Member	Amity Swank	Timekeeper	
Behavioral Expertise	Kristi Loupe		
Coaching Expertise	Wendy Crozier	TOSA	
Knowledge of Academic/ Behavioral Patterns	Amy Smith		
Knowledge of School Operations/Programs		Note Taker	

Climate Team Meeting Schedule

Month	Date/Time	Room	Topic/Assessment
September	2020	Counselor Room	Tiered Fidelity Inventory (TFI) Assessment & Action Plan Last year's Discipline Data Review
October	2020	Counselor Room	Monthly Discipline Data Review
November	2020	Counselor Room	Tiered Fidelity Inventory (TFI) Assessment & Action Plan Last year's Discipline Data Review
December	2020	Counselor Room	Monthly Engagement Data Review
January	2021	Counselor Room	Monthly Engagement Data Review
February	2021	Counselor Room	Monthly Engagement Data Review
March	2021	Counselor Room	Monthly Engagement Data Review
April	2021	Counselor Room	Monthly Engagement Data Review
May	2021	Counselor Room	Tiered Fidelity Inventory (TFI) Assessment & Action Plan
June	2021	Counselor Room	Planning for rollout next year

Meeting Agenda:

- All Climate Team meetings are conducted using a focused solution-based agenda
- 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

SCHOOL-WIDE VALUES AND COMMON AREA EXPECTATIONS (1.3)

Our School Values are:

1. Be Safe
2. Be Respectful
3. Be Responsible

Posters have been made and distributed throughout the building for each classroom teacher in order to make them visible to students and send a consistent message for all. This will help Forest Park 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 Forest Park school community because these are the three things that help students be successful in life. Our students need to understand and exercise be safe, respectful, and responsible 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.



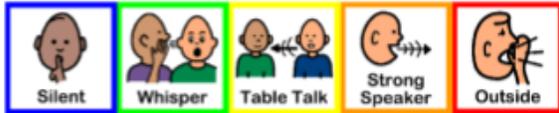
Common Area Expectations [FPF Expectations Matrix packet](#), [Recess Expectations \(Specific Activities\)](#)



Our Three Main Expectations:

- ★ Use kind words and mindful actions
- ★ Keep bodies and objects to yourself
- ★ Follow adult instructions

Area	Area-Specific Expectations	Voice Volume
Assembly	<ul style="list-style-type: none"> ★ Sit flat and face forward ★ Be a respectful, active listener ★ Show appreciation appropriately 	<ul style="list-style-type: none"> 🔊 Whisper during seating 🔊 Silent during performance
Bathroom	<ul style="list-style-type: none"> ★ Go ★ Flush ★ Wash ★ Leave 	🔊 Silent or whisper
Cafeteria	<ul style="list-style-type: none"> ★ Stay seated where assigned ★ Focus on eating your own food ★ Show respect for others' food ("Don't yuck my yum") ★ Raise your hand for help ★ Clean up after yourself 	<ul style="list-style-type: none"> 🔊 Table talk 🔊 Silent at signal
Hallway	<ul style="list-style-type: none"> ★ Walk ★ Go directly to where you need to be 	🔊 Silent or whisper
Playground	<ul style="list-style-type: none"> ★ Stay where adults can see you ★ Ask an adult to go inside ★ Include others ★ Follow game rules ★ Use equipment responsibly ★ Use one round of Rock, Paper, Scissors or a Kelso's Choice to solve problems 	<ul style="list-style-type: none"> 🔊 Outside voice during recess 🔊 Table talk during line up



Playground Expectations

★ Stay where adults can see you	
★ Ask an adult to go inside	
★ Include others	
★ Follow game rules	
★ Use equipment appropriately	
★ Use one round of Rock, Paper, Scissors or a Kelso's Choice to solve problems	
🔊 Voice: During recess time	
🔊 Voice: During line up time	

Assembly Expectations

★ Sit flat and face forward	
★ Be a respectful, active listener	
★ Show appreciation appropriately	
🔊 Voice: During seating	
🔊 Voice: During performance	

Bathroom Expectations

★ Go	★ Flush	★ Wash	★ Leave	
🔊 Voice:				

Cafeteria Expectations

★ Stay seated where assigned	
★ Focus on eating your own food	
★ Show respect for others' food "Don't yuck my yum"	
★ Raise your hand for help	
★ Clean up after yourself	
🔊 Voice: While eating	
🔊 Voice: During announcements	

Hallway Expectations

★ Walk	
★ Go directly to where you need to be	
🔊 Voice:	

TEACHING EXPECTATIONS (1.4) [Forest Park Character Lesson Plans](#)

Yearly Schedule for Teaching Common Area Expectations

Date
August 27- September 30, 2020: Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide.
January 4-January 8, 2021: Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide.
March 28-April 1, 2021: Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide.
As indicated by Forest Park discipline data 2019-20

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

[Forest Park Elementary School-Wide Discipline Plan](#) updated May 2021 ([previous draft](#))

DISCIPLINE POLICIES (1.6)

Forest Park school discipline policies and procedures emphasize proactive and instructive approaches to student behavior that are implemented consistently, and reflect understanding of community values and practices. Forest Park discipline policies and procedures follow the [Portland Public Schools Student Right and Responsibilities Handbook](#).

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
Aug - Sept	School climate orientation: <ul style="list-style-type: none"> Teaching school values & common area expectations schedule 	Cindi Swingen and Climate Team



	<ul style="list-style-type: none"> ● 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 	
September	Common area expectations/ teaching expectations	Climate team
January	Behavior expectations	Climate team
April	Paws for Applause	Climate team
June	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, and correcting misbehaviors.

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 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:

- Name of acknowledgement tickets: Paws for Applause (PfA)
- How to use in the classroom: For initial roll out, only specialists and common-area staff are giving PfAs to students when they demonstrate being safe, respectful, or responsible; aiming to give out two or three per class session, recess, etc.
- Schoolwide systems (e.g. weekly drawings of acknowledgement tickets at lunch, monthly recognition assemblies, etc.): Working cumulatively to achieve school-wide rewards; students write their name and circle their grade level on the bottom half of the PfA ticket and drop it into a clear collection bin near the office.
- Feedback from students and families about current systems and planning for changes and improvements: The top half of the PfA ticket goes home with the student so they can share their success with their family.



Acknowledgement Matrix

Type	What	When/Where	Who Gives Them?
Immediate/ High frequency	Students: Paws for Applause	Classroom & Common areas	Specialists and common-area staff
Long term SW Celebrations	Students: Assemblies, Drawings/Wheel	Students: Monthly assemblies, Weekly drawings	Teachers, Cafeteria duty staff

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	Common area expectations/ teaching expectations
January	January 4th-January 8th	Behavior expectations
April	March 28th-April 1st	Paws for Applause
June	School Climate Survey	Plan for next school year

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

Schedule for family involvement activities

Date	Topic & Group	Activities	Organizer
9/17	Family and Community	Newsletter	Cindi Swingen
10/17	Family and Community	Newsletter	Cindi Swingen
11/17	Family and Community	Newsletter & State of the School (overview of climate work)	Cindi Swingen
12/ 17	Family and Community	Newsletter	Cindi Swingen
1/18	Family and Community	Newsletter	Cindi Swingen
2/18	Family and Community	Newsletter	Cindi Swingen
3/18	Family and Community	Newsletter	Cindi Swingen
4/18	Family and Community	Newsletter & State of the School (Paw for Applause, common area expectations)	Cindi Swingen
5/18	Family and Community	Newsletter	Cindi Swingen
6/18	Family and Community	Newsletter	Cindi Swingen



Plan for Student Involvement

Students are taught and re-taught the school wide expectations, acknowledgement systems (Paw for Applause), and behavioral expectations throughout the school year.

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 3-5)
- Reviewed by School Climate Team and shared with staff, students and families. Used to monitor and adjust climate initiatives.

