

**Markham Elementary School
The Way of the Eagle Binder and
Climate Handbook**

Learning Today – Building Tomorrow

**Be: Responsible, Respectful, Safe,
Your Best - Every Day in Every Way!**

10531 SW Capitol Hwy. Portland, OR 97219 503.916.5681

MISSION

Markham Elementary School is a caring community dedicated to excellence in education, empowering students to reach their potential as life-long learners and responsible contributors to society.

We believe:

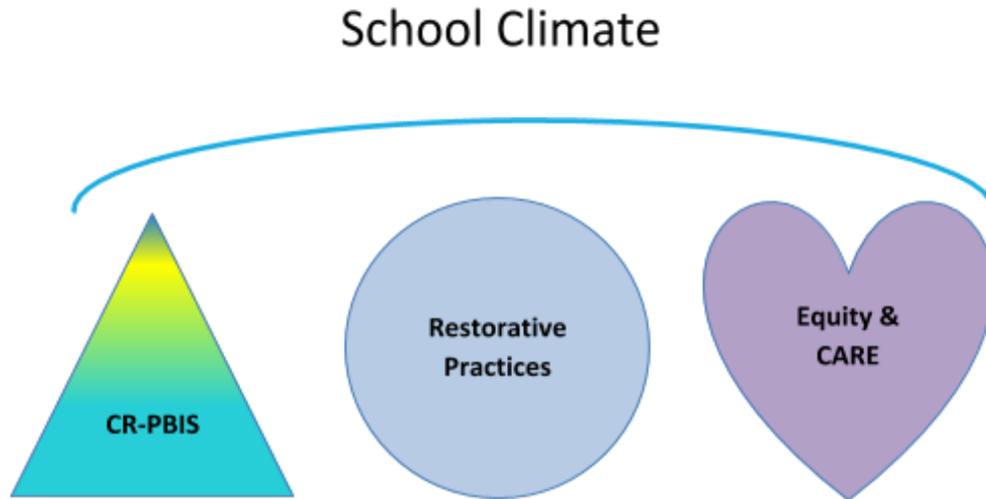
- All students can learn
- Children should become independent and self-reliant
- A child's education will best occur in a safe, secure, and orderly environment
- Higher academic achievement occurs with positive social, emotional, and physical development
- Children will have greater success when there are goals with high expectations
- Cultural and educational diversity enables students' comprehensive education
- Education is a partnership of the student, home, school and community
- Education is a continuous process for all members of the learning community



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.
- 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 Markham 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.”

PPS Chief Equity Officer, Lorenzo Poe

The School Climate Team

Team Members/Role	Names
Administrator	Shawn Garnett
Counselor Note Taker	Ming Hom
Time Keeper	John Miller
Teachers	Ashley Staples-3 rd Tina Lamanna-2 nd Kate Cappella-1 st

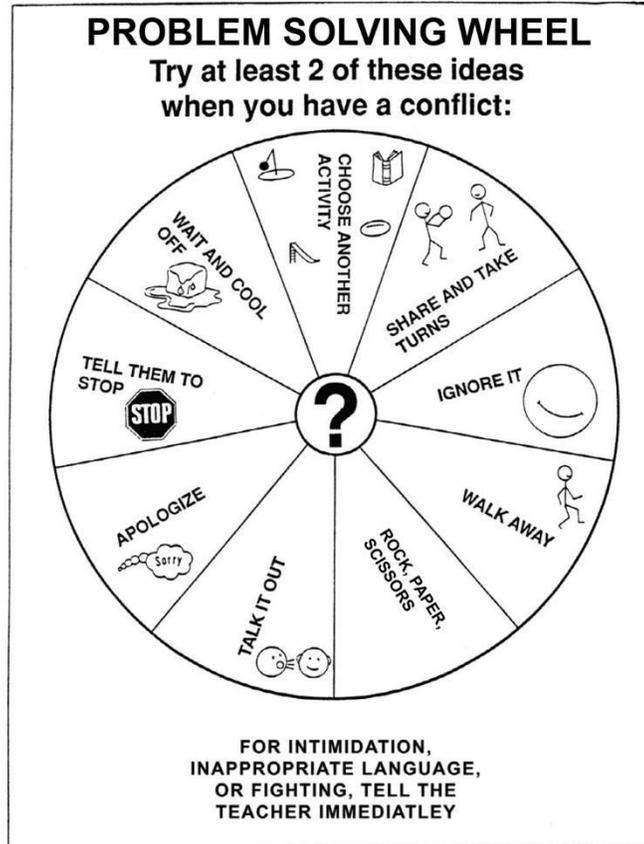
Climate Team Meeting Schedule

Month	Date/Time	Location	Topic/Assessment
August/September	25 th /18 th	Staff Meeting	Orientation of Climate Handbook Review Way of the Eagle Binder
October	30 th	Office Conference	Identify Areas to Work On
November	5 th	Office Conference	TFI with Spencer
December	N/A		
January	TBD	Office Conference	Review/Edit Markham Family Handbook
February	26 th	Office Conference	Identify Areas to Work On
March	19 th	Office Conference	Continue Review/Edit Markham Family Handbook
April	30 th	Office Conference	Review of Common Area Expectations
May	14 th	Office Conference	Share Discipline Data with Staff Share Walkthrough Survey
June	N/A		

Tier 1 Implementation Supports for All Students

PROBLEM SOLVING SKILLS

Students are given the opportunity to learn and practice problem-solving strategies for small problems involving other students and/or their own behavior. Students are to tell an adult when they have a problem they cannot solve. Students use the Problem-Solving Wheel to help them find two or more possible solutions they can use to solve problems.



PBIS-“Way of the Eagle” Table of Contents

Behavior Management

- * Stage 1 Markham Behavior Plan
- * Stage 2 & 3 Markham Behavior Plan
- * Stage 1 Markham Behavior Plan Student Tracking Sheet
- * Markham Discipline Philosophy

Curricula

- * Core Curricula for General Education Classrooms and Core Instruction District Time Requirements

Common Area Procedures

- * Rules and Behavioral Expectations for Common Areas
- * Hallway
- * Cafeteria Protocol “Cheat Sheet”
- * Cafeteria
- * Restroom (written document not completed)
- * Playground (written document not completed)
- * Before School
- * Dismissal

Schedules

- * Bell
- * Assessment Schedule
- * Before and After School/Lunch and Recess Duties
- * Lunch Helpers
- * Cafeteria Seating Chart
- * Specials
- * Awards Assembly
- * Art
- * Professional Development Calendar
- * Safety Drills
- * PBIS Slideshow Etiquette Schedule

Substitute Information or Folder

- * Student Health/Medical Information
- * School Map
- * Weekly Schedule
- * Class list with Seating Chart

- * Emergency Lesson Plans
- * A go-to teacher
- * Classroom discipline Plan including Markham High Five
- * Dismissal Procedure
- * Family contacts
- * Reference to “*Way of the Eagle Binder*” for substitute plans not kept in binder
- * Staff Directory

RULES AND BEHAVIORAL EXPECTATIONS for Common Areas

Below is the link to slideshow presentations that are used throughout the year following a schedule to teach and reteach the expectations. These slide show presentations are also in The Way of Eagle Binder on a memory stick for staff to easily access and use with students. The common area emphasized are the cafeteria, restrooms and playground.

<https://drive.google.com/drive/folders/0Bx-JVOUEm3SIVTdTenpxUGhxZnM>

AREA	BE SAFE	BE RESPONSIBLE	BE RESPECTFUL
Cafeteria	<ul style="list-style-type: none"> ● Handle and eat your own food ● Stay seated until asked to recycle or line up ● Keep your hands and feet to self ● Move carefully and always walk 	<ul style="list-style-type: none"> ● Raise your hand for help ● Clean up your area ● Take only what you can eat 	<ul style="list-style-type: none"> ● Use inside voice ● Follow adult directions ● Use kind words and actions
Assemblies	<ul style="list-style-type: none"> ● Keep hands and feet to self ● Stay with your group ● Enter and exit quietly with teacher 	<ul style="list-style-type: none"> ● Sit on your bottom ● Follow directions ● Listen quietly 	<ul style="list-style-type: none"> ● Show appreciation appropriately ● Keep eyes on performers
Hallways (Includes ramps and breezeways)	<ul style="list-style-type: none"> ● Walk in a straight line facing forward ● Keep your hands and feet to self ● Pay attention 	<ul style="list-style-type: none"> ● Always carry a hall or bathroom pass ● Walk directly to where you are going and return directly to class 	<ul style="list-style-type: none"> ● Walk quietly ● Honor hallway teaching
Restrooms	<ul style="list-style-type: none"> ● Go ● Flush ● Wash ● Leave 	<ul style="list-style-type: none"> ● Use toilets and sinks for intended purposes ● Report problems to adults immediately ● Return to class quickly 	<ul style="list-style-type: none"> ● Give people privacy ● Use quiet voices
Playground/ Recess	<ul style="list-style-type: none"> ● Use equipment for intended purposes ● Stay in boundaries ● Keep hands and feet to self ● Run safely ● Chasing games are not permitted ● Report any strangers, animals, or dangerous items immediately to an adult 	<ul style="list-style-type: none"> ● Line up quickly at first signal ● Return play equipment ● Listen to staff and follow directions 	<ul style="list-style-type: none"> ● Use kind words and actions ● Take turns and share equipment ● Play safe, play fair, play on!

Discipline and Classroom Management Philosophy and Expectations

Markham Discipline Philosophy

Discipline for ALL Markham students shall be designed to promote behavioral changes enabling students to function successfully.

Markham is committed to a positive, respectful, inclusive climate that promotes academic achievement, ensures safe learning communities, provides positive behavior supports, ensures equitable outcomes in discipline, and maximizes the time students spend in school, in the classroom.

Adopted from PPS Guide to Policies, Rules, and Procedures on Student Responsibilities, Rights and Discipline

Standards

- All teachers will have their classroom expectations clearly displayed and legible
- On the first day of school for students, Classroom Expectations will be created and/or posted and gone over with students.
- During the 2nd through the 10th day of school, Classroom Expectations will be reviewed and practiced.
- Cafeteria, Playground and Restroom Etiquette PowerPoints and Markham High Five will be reviewed first five days of school and then teachers will follow the Etiquette PowerPoint Schedule for revisiting our common area slide presentations kept under the schedules tab in our Way of the Eagle Binder.

Discipline Plan documents including Stages 1, 2, and 3 Plans, and the Teacher Behavioral Tracking form can be seen here:

<https://drive.google.com/drive/folders/0B-ucVVoiJOEGY2k5eFpxVkJ3TFE>

Hallway Expectations

Teacher Expectations:

- *Face Class- Walk backwards for supervision.
- *Compliment regularly
- *Upper grades give responsibility and remind student that they are role models
- *Explicitly teach and model student expectations

Student Expectations:

- *Straight Lines.
- *Voices off as to not disrupt the learning process.
- *Hands and feet to self.
- *Be respectful by not touching walls, lockers, and art.
- *Feet stay on the ground, no jumping to hit exit signs.
- *Be respectful when walking by classrooms as to not disrupt the learning process.
- *Students must have a hall pass when alone in the hallway.
- *Live the Markham High Five!
- *Walk with a purpose, stay on task.
- *Keep hallways neat and clean.

Cafeteria Protocol Cheat-sheet

The cafeteria is a safe and clean environment where people interact with courtesy and respect

Cafeteria Entry

<u>Teacher Expectations</u>	<u>Student Expectations</u>
<p><u>Prior to entering cafeteria:</u> -Students reminded to use restroom, teacher states behavioral expectations, direct cold lunch to the left and hot lunch to the right, and ensure students enter cafeteria calmly.</p> <p><u>In the cafeteria:</u> -Supervise ALL students in the cafeteria, reference cafeteria signage, check lunch duty schedule</p>	<p><u>Hot lunch line</u> -face front, left shoulder facing wall, using respectful voices, sanitize hands (one pump), avoid blocking doors, pick-up card from pocket, one tray and be ready to choose entrée and fruit or vegetable (milk is optional) use salad bar that is on same side of your lunch table</p> <p><u>Cold lunch</u> -sanitize hands, walk to designated lunch table, keep items in your own space</p>

During Lunch

<u>Teacher Responsibilities</u>	<u>Student Expectations</u>
<p>-Continue verbal and gestural reminders to follow expectations -Assist students with hands raised to help open lunches, get water, and go to bathroom</p>	<p>-Walk in cafeteria, use two hands on trays, sit and stay in their space, and keep hands, voices and feet quiet</p>

Cafeteria Exit

<u>Teacher Responsibilities</u>	<u>Student Expectations</u>
<p>-Gain attention of students saying, “Markham (pause) Eagles” with or without microphone -Dismiss stage side tables to use stage side aisle and waste station and kitchen side tables to use middle aisle and station -Inside recess: check inside recess schedule and direct students to wait for adult escort</p>	<p>-Remain seated until dismissed by adult, use correct aisle and recycling station -Take all items, walk and sort utensils, recycling, compost and trash into appropriate cans and stack trays -All students exit slowly thru correct door and walk down the right side of the hallway to recess -Inside recess: wait for teacher escort</p>

Cafeteria Procedures

***Cafeteria Etiquette PowerPoint located in “Way of the Eagle” Binder on flash drive.**

Goal: The cafeteria is a safe and clean environment where people interact with courtesy and respect.

Teacher Expectations

Coming into the cafeteria for lunch:

- Allow students to use the restroom as they pass the restrooms, prior to entering the cafeteria.
- Remind students of the cafeteria expectations prior to entering the cafeteria.
- Escort students into the cafeteria quietly using the correct entrance.
- Send students to the right that are having cold lunch and to the left that are having hot lunch.
- Ensure **ALL** students are meeting the guidelines for success prior to leaving the cafeteria. If needed, use microphone. Prompt students by saying “Markham Eagles” to gain attention.

Student Procedural Expectations

Lunch Procedures

- Students having hot lunch will stay in line facing forward with their left shoulder facing the wall, sanitize hands, stand in line

without blocking doorways, find their lunch card, and responsibly move through the line.

- Take one tray and be ready to choose entrée, milk (optional), fruit or vegetable. Place card on counter and move to salad bar on the same side as your assigned classroom lunch table.
- Carry tray with two hands to the salad bar, choose condiments, place tray on the salad bar shelf sliding from start sign of the salad bar to the end. Take only what you are able to eat and carefully put the utensils back in the salad bar bins. Then choose silverware, napkin and dressing. Carry tray from the salad bar to designated table.
- Sit down on bottom with quiet legs and feet. Only four students per bench. **DON'T TOUCH THE BAR IN THE MIDDLE OF EACH TABLE.**
- Primary students needing water will raise hand and ask before leaving seat to get water. Fill cup only half way.
- Students needing to use the restroom, due to an emergency will need to raise their hand for permission.
- Students having cold lunch stand in the cold lunch line, facing forward with their shoulder facing the wall, sanitize hands and if needed take a utensil and/or napkin from the salad bar.

Behavior Expectations

- Use inside voices and hold up the Markham High Five.
- Raise hand for help and keep hands and feet to self.

- Walk in the cafeteria.
- Respond to the verbal prompt “Markham Eagles” with silence.

End of Lunch Procedures

- Supervising adults dismiss table groups to recycle. Stage-side tables use stage side aisle. Kitchen-side tables use middle aisle. Use recycling station on your table side.
- Tables and floor will be left clean.
- Hot lunch students carry tray, place wrapped food onto the “No Thank You” table and whole fruit in the “No Thank You” bin. Place utensils in water.
- Empty extra milk or water into the spill can. Put empty milk carton into the recycle can. Put garbage into the trashcan and place food waste only into the **GREEN** compost can. Stack trays on the cart. No food will be taken out to recess. **WALK** from recycling station through exit door to hallway.
- Cold lunch students empty items into the garbage, place lunch box into classroom basket. No food will be taken out to recess. **WALK** from recycling station through exit door to hallway.
- Inside Recess? **ALL** students wait for designated teacher to escort to location. Schedule posted in cafeteria.
- All students **walk** on the right-side of the hallway in single file line without passing.

Interventions for Cafeteria Misbehavior

When a student misbehaves, calmly and consistently implement the mildest appropriate intervention.

Step 1: Verbal Reprimand with brief re-teach (i.e. “ Please sit down on your bottom.” – “We sit on our bottoms during lunchtime to keep others around us physically safe.”)

Step 2: Moving student to a new eating area (i.e.- movement within the same table, move to a new table, or move to the stage)

Common Infractions:

- Loud voice
- Running in cafeteria
- Wasteful food
- Throwing food
- Leaving the table without permission
- Making a mess
- Leaving a mess
- Touching others or their property
- Playing or kicking under the table
- Talking to others at a different table or to a student that is not near you.
- Name calling, teasing and unnecessary tattling
- Talking when an adult is on the microphone

Encouragement Procedures

Staff will consistently encourage responsible behavior through positive interactions.

1. Initiate positive attention and friendly interactions.
2. Provide verbal praise for following lunchroom rules and

expectations. (*“I like the way you are sitting on your bottom with quiet legs and feet”, “I like the way you are talking quietly with the person sitting next to you”*)

Supervision Responsibilities

1. Teachers on duty for the first five minutes will assist ALL students. Please do not leave the cafeteria if there is not a certified educator and contact the office.
2. All supervisors will circulate through the cafeteria, interacting with students in a friendly manner.
3. If a student violates a rule, supervisors will firmly and respectfully initiate an intervention.

Teaching Responsibilities

Please refer to the PBIS “Way of the Eagle” Etiquette Schedule.

Before School Procedures

Bus riders and Drop-offs must enter school through the cafeteria. Student walkers may enter through the cafeteria or the front door. If you are having school breakfast, please move respectfully through the line. If you have already had breakfast, walk calmly to the gym. *Note, students being dropped-off must wait to be signaled by duty teacher before crossing in front of the busses.

Students not eating breakfast and arriving before 8:20 must respectfully wait at cafeteria exit door for gym doors to open before proceeding to gym.

Breakfast-Line up and wait respectfully for breakfast to be served. Grades 1-5 may sit anywhere except at kindergarten tables. When finished eating, table and floor must be clean. Recycle and dispose of trash. Walk to the gym and join class.

Kindergarten- Line up and wait respectfully for breakfast to be served. Sit only at designated class kindergarten tables. When finished eating, wait for the dismissal bell. Table and floor must be clean. Recycle and dispose of trash. Walk to locker or cubby.

*All breakfast students must be out of the cafeteria no later than 8:45 AM.

*Optional- Students may enjoy breakfast in classroom if they arrive after 8:45 AM at individual teacher discretion.

Dismissal Procedures

*Flags will be put out by Bus Duty person. If flags are not in place when students arrive, any available teacher needs to set out flags.

***Kindergarten teachers will escort all students:**

*Walkers are escorted to benches in the main center hall near front doors until parent/guardian picks up.

*Bussers are escorted to the cafeteria to line up under the designated bus color and number. Teachers then escort students to the appropriate busses.

*MCCA picks up students from classrooms.

First- Fifth Grade:

*Teachers dismiss pick-ups to benches in the main center hall near front doors to wait for parent/guardian.

*Walkers are dismissed from classroom to walk home through the front doors.

*Teachers walk bussers and SUN students to cafeteria and dismiss.

*Students attending MCCA are dismissed by gym doors.

All teachers must check off on the chart in cafeteria once students have been delivered to busses. This indicates that bus students have been loaded. Individual teacher check off sheets must be turned in to the office no later than 3:10 PM. Box is located on the front counter.

Afternoon Bus Duty-

***Pick up Walkie-Talkie before heading to cafeteria**

***Putting out Bus Flags-** Bus Duty person will place color flags with corresponding bus number at the bus door. (Number is written on the flag stand)

***Pulling Bus Flags-** Bus Duty person will pull flags once all safety patrol students retrieve back packs from the bus loading area, load busses, and check off list is complete. Bus Duty person will contact Safety Patrol Duty person before letting busses go. If check-off list is not complete and it is after 3:10 PM, please call office. If check off list is complete, pull flags from the front two busses first. Pulling flags signals busses may exit campus. Return flags under corresponding signs in the cafeteria and close doors. Return Walk-Talkie to the office.

Markham Awards Assemblies 2018-2019

Grades K-2: 10:15-10:45am

Grades 3-5: 2:15-2:45pm

Awards assemblies are generally held the first Friday of each month in the Auditorium.

Kickoff.....	September 7
Responsible and High Five.....	October 5
Reading and High Five.....	November 2
Honesty and High Five.....	November 30
Writing and High Five.....	January 4
Math and High Five.....	February 1
Compassion and High Five.....	March 1
Science and High Five.....	April 5
Perseverance and High Five.....	May 10
Achievement/Attendance and High Five.....	Thursday, June 6

ASSEMBLY STRUCTURE

- **Flag Salute**
- **Brief Principal Message or Entertainment Piece**
- **Achievement/ Civility Awards presented by teachers**
- **Birthdays: August/September, October, November, December, January, February, March, April, May and June/July**
- **Closing-Markham Pledge**

Plan for Family, Student, and Community Involvement

Date	Topic & Group	Activities
9/2018	Family involvement and community partnership	Back to School Night Community Care Day
10/2018	Family involvement and community partnership	Carnival
11/2018	Family involvement and community partnership	Parent - Teacher Conferences
12/2018	Family involvement and community partnership	Grandparents and Special Friends Day
1/2019	Family involvement and community partnership	Literacy Night
3/2019	Family involvement and community partnership	Annual Auction Science Night
4/2019	Family involvement and community partnership	Safe Routes to School Community Walk Fun Run
5/2019	Family involvement and community partnership	Markham World Tour
6/2019	Family involvement and community partnership	Field Day Celebration

PBIS “Way of the Eagle” Etiquette Schedule
2018-2019

Classroom Schedule

September	Grades 1 st -5 th Review all Etiquette Slide Shows in the morning of August 27 th and 28 st . Kindergarten on August 30 th and 31 st .
October	After October Statewide Inservice Day - On Monday, October 15 th , review all Slide Shows in the morning.
November	After Thanksgiving Break - On Monday, November 26 th , review all Slide Shows in the morning.
January	After Winter Break (January 2 nd) Review all Slide Shows in the morning.
March/April	After Spring Break (April 1 nd) Review all Slide Shows in the morning.
May	Review all Slide Shows Monday, May 6 th .

All School Schedule

September 7 th Kickoff Assembly	Grades 1 st and 2 nd at 10:15 Grades 3 rd , 4 th and 5 th at 2:15 All three Slide Shows will be reviewed at this time. This is in addition to reviewing in the classrooms on August 30 th and 31 st .
Kindergarten	Kindergarten will review in classrooms and K teachers take classes to auditorium to go over appropriate audience behavior at least one time during their first week of school.