



Beaumont School Climate Handbook

Beaumont C.O.R.E. Values

Collaboration

Organization

Respect

Empathy

2022-2023

Beaumont Middle School’s Mission:

Beaumont Middle School, in partnership with the community, strives to prepare all students to become lifelong learners and engaged members of the community, ready to meet the challenges and opportunities of the future.

Beaumont Middle School Vision:

Centering equity, we will partner with the community and students to provide relevant learning opportunities and we will be prepared to listen and adapt to the needs of our students and community. Together we will plan and collaborate so that all students will be able to achieve their goals in a constantly changing world.

Beaumont DLI Mission:

The dual language Spanish immersion program provides students with the opportunity to develop skills to become bilingual, biliterate and bicultural. Native speakers of English, Spanish as well as additional home languages, work together in a cooperative, language-rich environment to develop high levels of academic achievement in both English and Spanish.

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WHAT IS SCHOOL CLIMATE?

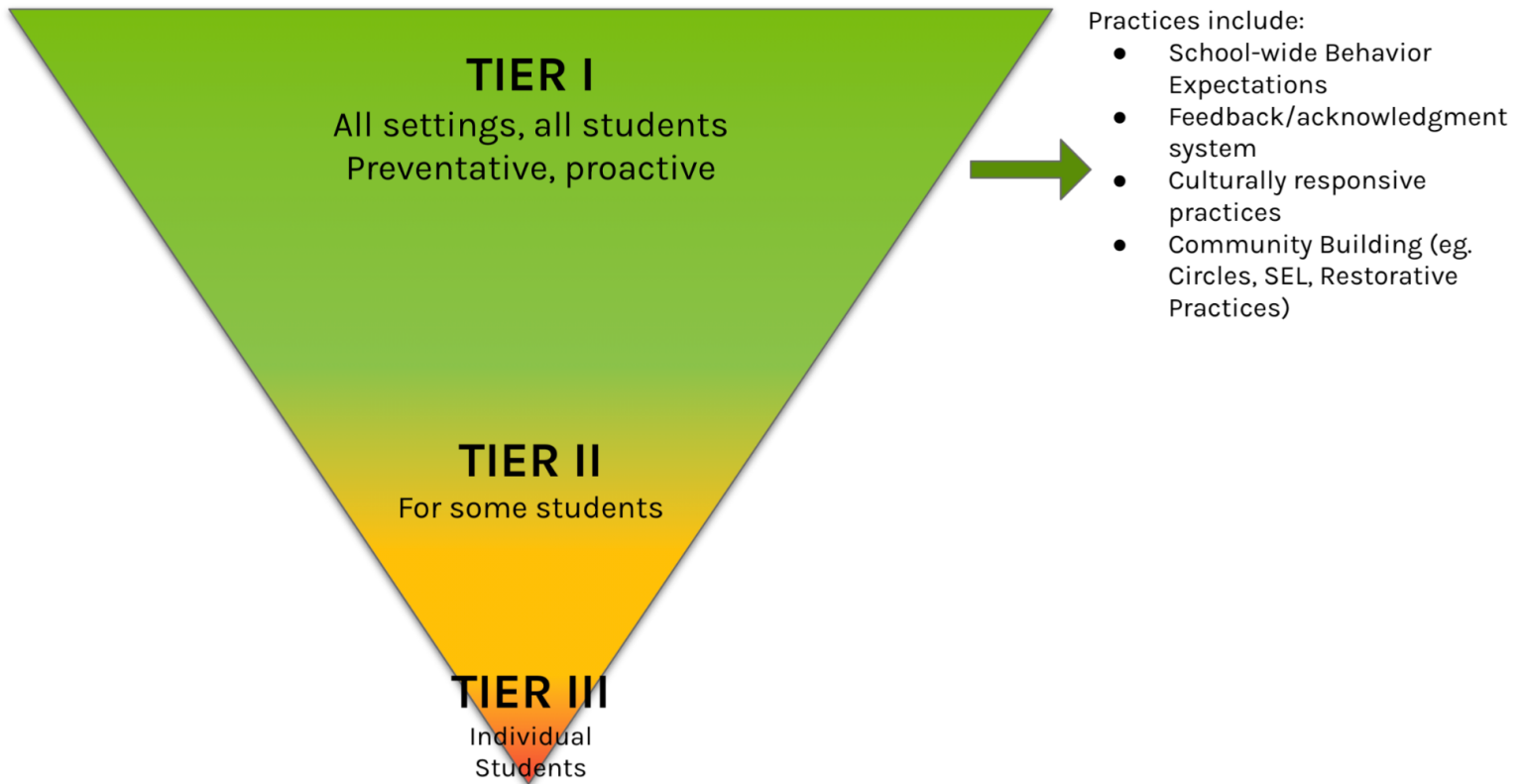
MULTI-TIERED SYSTEMS OF SUPPORT

School Climate is the most integral component of a Multi-Tiered System of Support (MTSS) framework. MTSS is focused on prevention and problem solving for all students using decision making based on data. MTSS uses evidence-based instruction, intervention and assessment practices to ensure that every student receives the appropriate level of support based on their level of need. Attention is focused on creating and sustaining Tier I support (universal), Tier II intervention (targeted group), and Tier III intervention (individual) systems to help eliminate barriers to learning and enable every student to successfully reach their full potential.

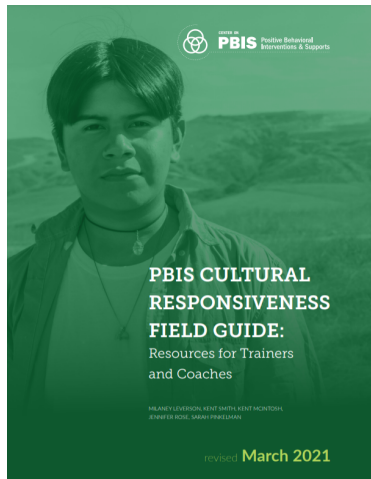
SCHOOL CLIMATE OVERVIEW

School Climate encompasses culturally relevant, restorative practices with a racial equity and social justice lens, as well as school wide social emotional learning opportunities for all students in their classrooms.

MTSS FOR STUDENT SUCCESS



CULTURALLY RESPONSIVE POSITIVE BEHAVIOR INTERVENTIONS & SUPPORTS (CR-PBIS)



Our definition of cultural responsiveness within SWPBIS includes the following core components:

1. Identity
2. Voice
3. Supportive Environment
4. Situational Appropriateness
5. Data for Equity

[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** co-constructed expectations of the school and classroom community,
2. Actively **acknowledge** kids when they are following the expectations,
3. Instructionally **redirect** behavior using restorative practices.

Research shows that when school staff acknowledge positive behaviors at least three times more often than redirecting behavioral mistakes, positive behavior increases significantly.

The school climate team 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.

The school climate team brings together all stakeholders to:

- Develop and promote school values
- Develop common area expectations for all parts of the building
- Design lesson plans and schedules to teach common area expectations throughout the year.
- Create and maintain systems to acknowledge students who are following expectations. This may be acknowledgement tickets, assemblies, or awards for individuals, classes, grade levels, etc.
- Develop school wide policies that are proactive, preventative and restorative.
- 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 use the [Panorama Successful Schools](#) survey data to systematically assess and review student and family voices and adjust our practices to reflect the needs of our community.

RESTORATIVE PRACTICES

Restorative Justice is a philosophy grounded in the belief that positive, healthy relationships help us thrive. When we do things that impact others and create harm to those relationships, it is our individual and collective responsibility to make things right.

Restorative Practices are the skills and processes that help us build, maintain, and repair relationships to form healthy, supportive & inclusive communities. Restorative Practices are best utilized when intentional time is devoted to community building.

Community Building Circles that allow classroom communities to develop relationships by asking a series of low impact questions to get to know one another. Circles should be done as often as possible to insure relational trust is developed over time.

Restorative Inquiry is an essential restorative practice. A series of guiding questions are asked to understand all parties involved in a conflict, disagreement and/or any level of harm. The questions get to the root of a conflict and help solve the conflict by giving voice to the person who was harmed.

- What happened?
- Who was harmed and how?
- What can be done to make things better?
- What do you need to move forward?
- What support do you need to keep this from happening in the future?

RACIAL EQUITY & SOCIAL JUSTICE (RESJ)

The Board of Education for Portland Public Schools is committed to the success of every student in each of our schools. The mission of Portland Public Schools is that by the end of elementary, middle, and high school, every student by name will meet or exceed academic standards and will be fully prepared to make productive life decisions. We believe that every student has the potential to achieve, and it is the responsibility of our school district to give each student the opportunity and support to meet their highest potential.

Beaumont Middle School prioritizes racial equity work aligned to the vision set forth in the [PPS Graduate Portrait](#) that is committed to Culturally-Responsive Positive Behavioral Interventions & Supports, Multi-Tiered Systems of Support, Restorative Practices, Equity, and Social Emotional Learning.

We as a community must foster and promote a collective vision for public education so that every student -- regardless of race, gender, socioeconomic situation, special need or ability -- has access and opportunity to kindle his or her unique spark, and to build the knowledge and skills to achieve their goals.

We owe our students this.

-- Guadalupe Guerrero, Superintendent, Portland Public Schools

SOCIAL EMOTIONAL LEARNING

Social and Emotional Learning (SEL) is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions, and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions. ([CASEL](#))

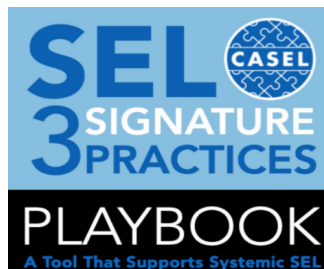
In PPS, we embrace Transformative SEL—which is a form of SEL implementation that concentrates SEL practice on transforming inequitable settings and systems, and promoting justice-oriented civic engagement.

“Transformative SEL” is a process whereby young people and adults build strong, respectful, and lasting, relationships that facilitate co-learning to critically examine root causes of inequity, and to develop collaborative solutions that lead to personal, community, and societal well-being. This form of SEL is aimed at redistributing power to promote social justice through increased engagement in school and civic life. It emphasizes the development of identity, agency, belonging, curiosity, and collaborative problem solving within the CASEL framework. ([CASEL](#))

[CASEL’s 3 Signature Practices](#) intentionally and explicitly help build a habit of practices through which students enhance their SEL skills: self-awareness, social awareness, self-management, relationship skills, and responsible decision-making. They provide a framework for supporting teachers in fostering a supportive environment and promoting SEL. The 3 Signature Practices can be put into practice without extensive professional learning. They can be incorporated into any K-12 [lesson](#), [community meeting](#), or [staff meeting](#) through carefully choosing, effectively facilitating and thoughtfully debriefing a: [Warm Welcome](#), [Engaging Activity](#) & [Optimistic Closure](#).

To support current and future social and emotional needs, trauma-informed science reminds us of the need to:

- Elevate student’s **cultural assets, voice, and agency**
- **Strengthen relationships**, community, and sense of belonging
- **Affirm student identities** and lived experiences
- Incorporate social and emotional skill building into **academic learning**
- Establish consistent and **predictable routines**
- **Build trusting relationships** with students and families through clear and transparent communication



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)
Family Member	Maria Ramos Sharon Jimenez Meyers		
Behavioral Expertise	Eric Johansson	Climate/ILT Representative Administrator	
Coaching Expertise		RJ Coordinator	
Knowledge of Academic/ Behavioral Patterns	Ria Goodwin		
Knowledge of School Operations/Programs	Dr. Harriette Vimegnon Ethan Kramer		
Other members	Daniel Aaker Joshua Jones Paul Donkers Jenn Bennett Case Kauzer		TSEL Team: Cindy Ewers Christopher Eltagonde Eric Johansson Andrea Snowadski, Paula Inman-Balanzar Cynthia Plank, John Lampus Jay Kobak, Linda Scott Rana Akhavein, Matt Moule Karen Ievere, Kristine Schultz

Climate Team Meeting Schedule

Month	Date/Time	Room	Topic/Assessment
August			Back to School PD
September			Introductions: New Year Tiered Fidelity Inventory (TFI) Assessment & Action Plan Last year's Discipline Data Review

October			Discipline Data Review
November			Tiered Fidelity Inventory (TFI) Assessment & Action Plan Last year's Discipline Data Review
December			Discipline Data Review
January			Tiered Fidelity Inventory (TFI) Assessment & Action Plan
February			Climate Handbook Review
March			Climate Meeting Discipline Data Review
April			Discipline Data Review
May			Tiered Fidelity Inventory (TFI) Assessment, Action Plan & Review/Update Climate Handbook
June			Planning for rollout next year

Meeting Agenda:

- Climate Team meetings [\[minutes\]](#) will be available for the community to review
- {link here to the school's meeting minutes doc; may be set for view/comment only to prevent editing by non team members}.
- Monthly Discipline Data
- CR-PBIS School-wide Systems (assessing the effectiveness of our Equity Practices on school climate)
- Family and student voice: how we are ensuring 2-way communication and partnerships
- Integration of Restorative Practices

Agenda scheduled for each of our school climate meetings will be driven by prioritized features of our Culturally Responsive Tiered Fidelity (CR-TFI) Action Plan.

TIER I IMPLEMENTATION

Programmatic Supports for all Students

SCHOOLWIDE VALUES AND COMMON AREA EXPECTATIONS (1.3)**Our School Values are:**

- **Collaboration**
- **Organization**
- **Respect**
- **Empathy**

Posters (with student, staff, family & community-produced values) 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 different in various common areas. This will help {Beaumont Middle School} ensure that our school values are inclusive and affirming. These school values are important for the {Beaumont Middle School} school community, because these are the qualities that help students be successful in life. Our students need to understand and exercise {C.O.R.E. 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.

Common Area Expectations

	Collaboration	Organization	Respect	Empathy
Before & After School	- Check that teachers are available if you'd like help before or after school.	- Have a pass to enter early. - Be in class by 9:10.	- Respect school property. - Respect the property of others. - Enter and exit at the proper times.	- Help others. - Use appropriate behavior and language.
Common Areas	- Walk quietly on the right side. - Respect that others are learning.	- Carry a signed hall pass when in the hall during class. - Make water, locker and restroom stops during passing time.	- Comply with adult directions. - Take care of your property. - Wear appropriate clothing. - Move to the side for brief conversations.	- Be positive. - Hold doors open for the person behind you.
In Class	- Enter quietly. - Listen to the ideas of others. - Use RJ practices to build community. - Leave only when dismissed.	- Use your planner everyday. - Bring needed supplies. - Arrive on time.	- Participate in your classes. - Take care of classroom property. - Use appropriate language.	- Be positive and kind. - Honor everyone's right to learn. - Share the space - verbally and physically.
Computer Usage	- Use technology for school purposes only. - Report any vandalism or problems to your teacher. - Keep food & drink away from technology. - Use technology to enhance learning.	- Keep work area neat & clean. - Memorize your Student ID and password. - Log off and leave area ready for the next user. - Keep personal and school files separate.	- Use equipment properly. - Only visit approved websites. - Return Chromebooks to their designated space. - Use technology as directed by teacher. - Report technology problems to your teacher.	- Help others when it's appropriate. - Film and photograph others only with their permission. - Be kind to everyone online.
Cafeteria	- Join the end of the line - no cuts. - Report any spills. - Listen quietly to announcements.	- Memorize your ID number. - Stay seated until your table is excused.	- Line up single-file and be patient while waiting for your turn. - Use good manners. - Follow adult instructions.	- Make room for others at your table. - Speak kindly to others. - Respect the food preferences and practices of other cultures.
Library	- Speak and move around quietly.	- Return books on time. - Know your Student ID #. - Have a pass to enter.	- Respect property by treating books and equipment gently. - Follow adult directions.	- Speak quietly - others may prefer a quiet environment.
Office	- Stay at the counter until you are helped. - Avoid side conversations.	- Always have a pass when coming from class.	- Wait quietly and patiently for your turn.	- Use your manners and show kindness towards the office staff who are helping you.
Recess	- Follow the rules of the game. - Keep food & drink in the cafeteria. - Include others.	- When the bell rings, stop play and return to class.	- Use equipment appropriately and safely. - Play fair. - Follow adult directions.	- Win or lose gracefully. - Include others. - Resolve conflicts. - See something, say something.
With a substitute teacher	- Help guest teachers with standard classroom rules.	- Have books and supplies ready to use. - Return materials to proper place.	- Sit in your assigned seat. - Follow usual school & classroom rules.	- Treat our guest teachers with kindness and respect. - Be helpful.

Attendance	- Let the office know of planned absences. - Have parents/guardians call in when you are sick.	- Set appointments for before or after school. - Check with all teachers before and after an absence.	- Arrive to class on time. - Enter class quietly & respectfully when arriving late.	- Stay home when ill to avoid getting others sick. - Be extra helpful to others who may have missed class.
Restrooms	- Report vandalism or missing supplies.	- Carry a pass when using the restroom during class time. - Use the facilities and quickly return to class.	- Wash your hands after using the toilet. - Speak quietly in the restrooms. - Respect others' privacy.	- If someone in the restroom is upset or ill, please let a trusted adult know.
Bus Zone / Arriving & Leaving Campus	- Be aware of others around you, including people arriving and leaving with younger children.	- Be on time for the school bus. - Communicate before and after school plans in advance.	- Use designated crosswalks. - Obey pedestrian/traffic signals. - Wear a helmet when using scooters/skateboards/bikes.	- Hold scooters/skateboards and walk bikes in busy areas. - When using bike racks, be mindful of other people's bikes.

TEACHING EXPECTATIONS (1.4)

Yearly Schedule for Teaching Common Area Expectations

Teams have a process and procedures for staff to teach students the behaviors necessary to be successful in the school setting regardless of previous learning and without disrespecting families' beliefs. When expectations differ between home or community and school, staff examine these differences critically, and if determined to be necessary, they explicitly teach the skills (including providing a clear rationale for having a different expectation at school and opportunities for practice and feedback until students demonstrate the skill fluently).

-[PBIS CR Field Guide](#), p.16

Date
August 24- September 30, 2022: Teams ensure that school staff understand that all students need explicit teaching about co-constructed expected behavior at school.*
January 3-January 7, 2023: Teams ensure that school staff understand that all students need explicit teaching about co-constructed expected behavior at school.*
March 28-April 1, 2023: Teams ensure that school staff understand that all students need explicit teaching about co-constructed expected behavior at school.*
As indicated by {Beaumont Middle School} discipline data 2022-2023

Active Supervision During Non-Instruction Time

Active Supervision Protocol for Beaumont Middle School: [1.4 Teaching Expectations Samples](#)

1. Arrive and leave on time.
2. Circulate within your area; avoid standing in one place and visiting with other adults.
3. Interact positively with as many students as possible.
4. Scan for potential problems and diffuse them as soon as possible.
5. When a student exhibits behaviors not meeting Beaumont Middle School expectations, interact directly to calmly re-teach expectations to that student.

Interactions may include:

- Acknowledgement of student success through:
 - positive interaction
 - rewarding with CORE compliment
- Correction and re-teaching:
 - Remind student of the rule
 - Re-teach expectations using positive practice
 - Change student’s environment and coach in problem solving
 - Inform the classroom teacher about the behavior
 - Contact parents
 - Document behavior that continues after multiple redirections

DEFINING STAGE 1 AND STAGE 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 and Staff Operating Procedures

[Link to BMS Discipline Flow Chart](#)

DISCIPLINE POLICIES (1.6)

{Insert school policies and procedures which describe and emphasize proactive, instructive, and/or restorative approaches to student behavior that are implemented consistently, and reflect understanding of community values and practices.}

{Click here for sample Discipline Policies}

{Click here for Reset/Think sheet process and samples}

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 Climage PD	Leadership Team

	<ul style="list-style-type: none"> Review of Climate Handbook 	
September	SEL lessons first 4 days of school Common Area Expectations taught 1st week of school	Counselors / Teachers
October	10/22	
November	11/ Staff Meeting Discipline review	Staff Meeting
December	Review the Climate Handbook : Sections to cover Continue MTSS PowerPoint Continuation	Climate Team Staff Meeting
January	Review of Expectations with Students Discussion	Staff Meeting
February	TSEL Training	Staff Meeting
March	TSEL Training	Staff Meeting
April	TSEL Training	Staff Meeting
May	TSEL Training Review of School Climate Plan/Staff Handbook	Staff Meeting
June	Reflection and Planning for Next Year	Climate Team

CLASSROOM PROCEDURES (1.8)

Every teacher will have an Effective Classroom Practices Plan (ECPP). ECPPs will be shared with administration no later than the day before back to school night. Co-creating classroom practices reduces variability between classrooms and makes it more consistent for students. Some sample plans are provided below and PD time will be provided in the first two weeks of school to complete these documents.

The Classroom Practices Plan template, covers the essential features of effective classroom practices: Structure, teaching expectations, acknowledging positive behaviors, and supporting regulation & restorative practices.

[{Beaumont Middle School’s Effective Classroom Practices Plans}](#)

Template

[Tier 1 Classroom Equitable Practices Tool](#)

[Tier 1 Classroom Equitable Climate Tool for Teacher Tracking Tool](#) (reviewed quarterly)

[{Beaumont Middle School’s Guest Teacher Support System}](#)

[{Click here for Effective Classroom Practices Plan & Guest Teacher Support System Resources}](#)

FEEDBACK AND ACKNOWLEDGEMENT SYSTEMS (1.9)

Research shows that when staff “catches” a student 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:

- CORE Compliments
- Core Compliments are given to students for displaying the CORE Values. Teachers acknowledge students' specific behaviors so that students connect the behavior to the reward.
- Schoolwide systems (e.g. daily or weekly drawings of acknowledgement tickets after school, monthly recognition assemblies, etc.): List and description of student character and behavior
- Feedback from students and families about current systems and planning for changes and improvements}

Acknowledgement Matrix

Type	What	When/Where	Who Gives Them?
Immediate/ High frequency	Kids: Beaumont Core Compliments } Adults: Kudos and Shout Outs at Staff meetings	Classroom & Common areas	All Staff
Redemption of immediate/ High Frequency	Kids: Fridays Adults: Anabel Munana		
Long term SW Celebrations	Kids: Assemblies, Drawings/Wheel Adults: School Activites/TSEL Team Squad Games 1 Fall 2021 Squad Games 2 March 2022 Dance 3/18/22 Squad Games 3 Spring 2022	Kids: Monthly assemblies?, Weekly drawings Adults: Grade Level Teams Activites	Teachers, Cafeteria duty staff
Continued Excellence Programs	Kids: Acknowledgement in the Weekly Announcements Adults: Leadership Team and Grade Level Teams	Kids: Walking Field Trips, Intermittent free dress, end of the year field trip Adults: Classroom Teachers	Students apply for program

Core Compliments

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 24- September 30	
January	January 3-January 7	
April	March 28-April 1	

June	School Climate Survey	
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PLAN FOR FAMILY, STUDENT AND COMMUNITY INVOLVEMENT (1.11)

Schedule for family involvement activities

Date	Topic & Group	Activities	Organizer
9/15	PTA Meeting		
10/15	PTA Meeting		
11/15	PTA Meeting		
12/15	PTA Meeting		
1/16	PTA Meeting		
2/16	Panorama Survey		
3/16	PTA Meeting		
4/16	PTA Meeting		
5/16	PTA Meeting		
6/16	PTA Meeting		

{Beaumont Middle School} Plan for Student Involvement

{Beaumont Middle School} New Student/Family Plan

{Click here for Student/Family/Community Involvement Resources}

TIER I EVALUATION

Evaluation of the Effects and Fidelity of the School Climate Practices

DISCIPLINE DATA (1.12)

Tiered Fidelity Inventory (CR-TFI) guides the action planning for the implementation of a 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

- 2020-2021:

Successful Schools Survey (SSS)

- Completed once a year in February by all students (grades 3-12), staff, and families.
- Reviewed by the School Climate Team and shared with staff, students and families. Used to monitor and adjust climate initiatives.
- Accessed via the Panorama [dashboard](#).

Recent SSS data

- 2020-2021:

School Climate Action Plan (CR-TFI): [Link to school CR-TFI Action Plan here: may be set for view/comment only to prevent editing by non team members] [Click here for CR-TFI Action Plan Template] See appendix.

Appendix

School: Beaumont Middle [School Climate \(CR-TFI\) Action Plan](#)

Date:

{Insert your school's TFI Action Plan plan here} [{Click here for TFI Action Plan Template}](#)

{Insert full common area expectation lesson plans and teaching schedule here}