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# **Beaumont School Climate Handbook**

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***Beaumont C.O.R.E. Values***

***Collaboration***

***Organization***

***Respect***

***Empathy***

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2025-2026

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**Beaumont Middle School's Mission:**

*Beaumont serves a vibrant, multilingual, and multicultural community. Together, we disrupt inequities to provide relevant, rigorous, and joyous learning opportunities that adapt to students' needs.*

**Beaumont Middle School Vision:**

*Beaumont students will be empathetic critical thinkers and thrive academically, socially, and emotionally.*

**Beaumont DLI Mission:**

*The dual language Spanish immersion program allows students to develop skills to become bilingual, biliterate, and bicultural. Native speakers of English, Spanish, and other 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?**

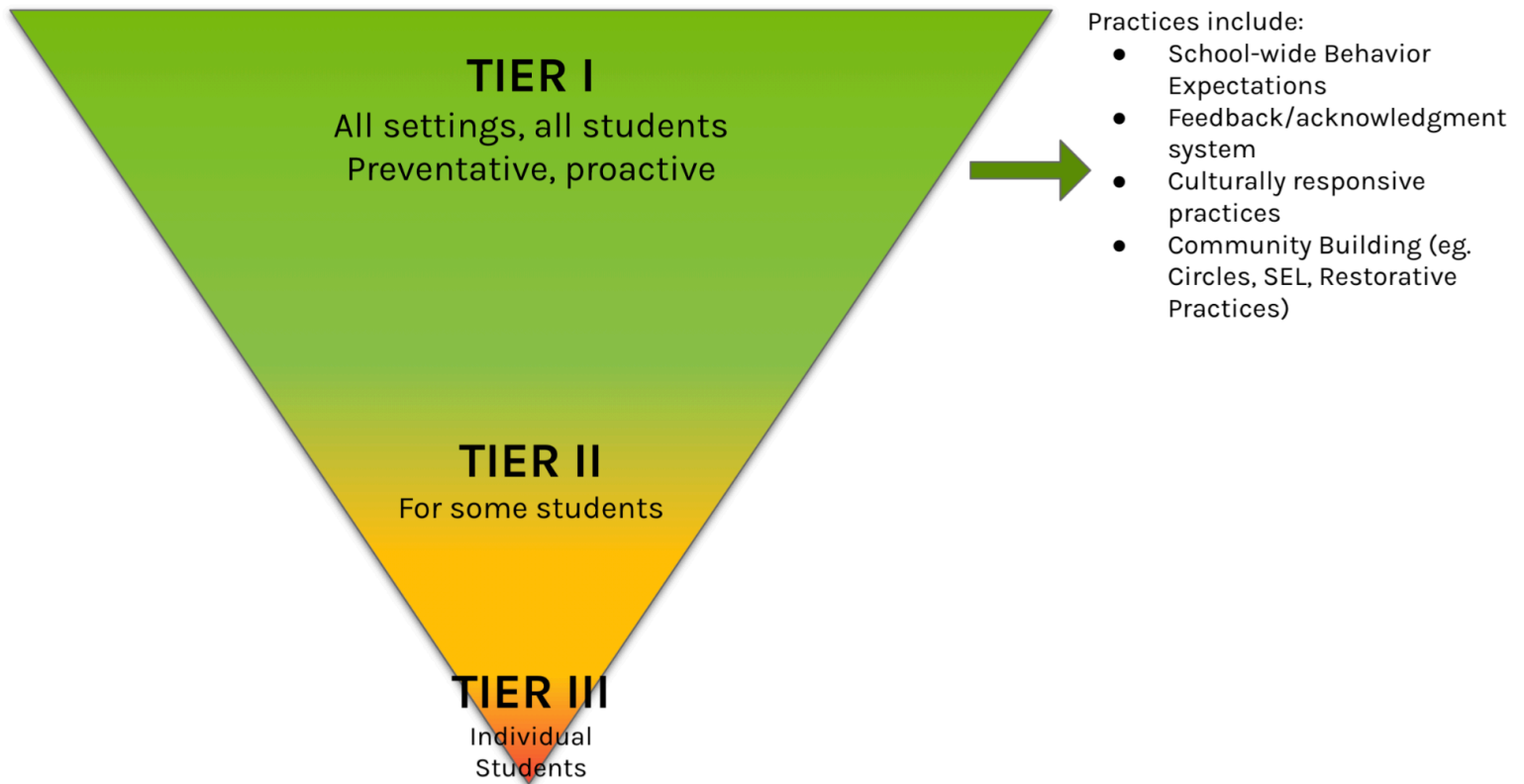
### **MULTI-TIERED SYSTEMS OF SUPPORT**

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 data-based decision-making. 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.

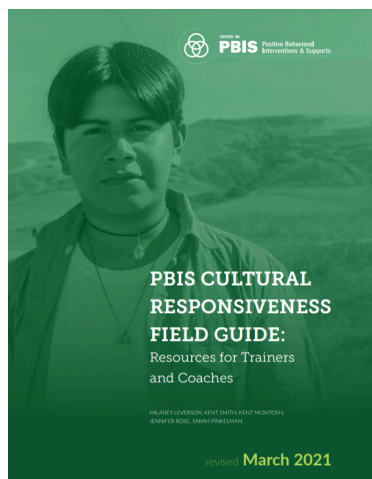
### **SCHOOL CLIMATE OVERVIEW**

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 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 acknowledges 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 develop school systems and practices. At every decision point, the school's unique racial, cultural, and linguistic makeup is explicitly addressed.

**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 acknowledgment 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 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 ensure 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 harmed person.

- 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 outlined in the [PPS Graduate Portrait](#) that is committed to 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.*

*--Dr. Sandy Husk, Interim 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, achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions. ([CASEL](#))

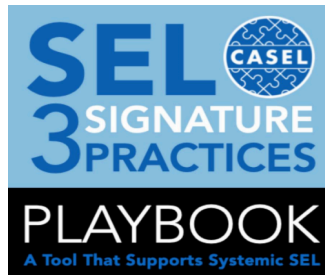
In PPS, we embrace Transformative SEL—which is a form of SEL implementation that concentrates SEL practice on transforming inequitable settings and systems and promoting justice-oriented civic engagement.

“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 students' **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)
<b>Family Member</b>			
<b>Behavioral Expertise</b>	Eric Johansson	Climate Specialist	
<b>Coaching Expertise</b>	Anabel Muñana		
<b>Knowledge of Academic/ Behavioral Patterns</b>	Cindy Ewers Paula Inman-Balanzar		
<b>Knowledge of School Operations/Programs</b>	Dr. Harriette Vimignon		

<b>Other members</b>	Hector Osuna Sam Grinage Emily Golden-Fields		<b>TSEL Team:</b> Cindy Ewers Eric Johansson Paula Inman-Balanzar Cindy Ewers Samara Brockman
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### Climate Team Meeting Schedule

Month	Date/Time	Room	Topic/Assessment
<b>August</b>	22nd	Cafeteria  Grant HS	Back to School PD: Beaumont Middle School's Effective Classroom Practices Plans BMS Climate Plan  SEL: We Do it for the Culture PD
<b>September</b>			Introductions: New Year Tiered Fidelity Inventory (TFI) Assessment & Action Plan: Last year's Discipline Data Review
<b>September</b>			
<b>October</b>			
<b>November</b>			
<b>December</b>			
<b>January</b>			
<b>February</b>			
<b>March</b>			
<b>April</b>			
<b>May</b>			
<b>June</b>			

### 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

The agenda is 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 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 our school values are inclusive and affirming. These school values are important for the Beaumont Middle 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 regularly to master the skills to be successful and prepared for 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.

#### Display of Affection

Hugging, holding hands, touching, and other public displays of affection are not appropriate at school. Kissing is never allowed in school. Dancing must be appropriate during school activities.

#### Personal Electronic Devices

All personal electronic devices that students bring to school will be powered off and stored in a Yondr pouch, or other administratively approved storage area during the school day per PPS Board Policy in alignment with the OR Governor's directive regarding cell phone use in schools.

#### Common Area Expectations

	<b>Collaboration</b>	<b>Organization</b>	<b>Respect</b>	<b>Empathy</b>
<b>Before &amp; After School</b>	- Check that teachers are available if you need help before or after school.	- Have a pass to enter early. - Be in class by 9:15.	- Respect school property. - Respect the property of others. - Enter and exit at the proper times.	- Help others. - Use appropriate behavior and language.
<b>Common Areas</b>	- Walk quietly on the right side of the hallway. - 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.

<b>In Class</b>	<ul style="list-style-type: none"> <li>- Enter quietly.</li> <li>- Listen to the ideas of others.</li> <li>- Use RJ practices to build community.</li> <li>- Leave only when dismissed.</li> </ul>	<ul style="list-style-type: none"> <li>- Use your planner every day.</li> <li>- Bring needed supplies.</li> <li>- Arrive on time.</li> </ul>	<ul style="list-style-type: none"> <li>- Participate in your classes.</li> <li>- Take care of classroom property.</li> <li>- Use appropriate language.</li> </ul>	<ul style="list-style-type: none"> <li>- Be positive and kind.</li> <li>- Honor everyone's right to learn.</li> <li>- Share the space - verbally and physically.</li> </ul>
<b>Computer Usage</b>	<ul style="list-style-type: none"> <li>- Use technology for school purposes only.</li> <li>- Report any vandalism or problems to your teacher.</li> <li>- Keep food &amp; drink away from technology.</li> <li>- Use technology to enhance learning.</li> </ul>	<ul style="list-style-type: none"> <li>- Keep the work area neat &amp; clean.</li> <li>- Memorize your Student ID and password.</li> <li>- Log off and leave the area ready for the next user.</li> <li>- Keep personal and school files separate.</li> </ul>	<ul style="list-style-type: none"> <li>- Use equipment properly.</li> <li>- Only visit approved websites.</li> <li>- Return Chromebooks to their designated space.</li> <li>- Use technology as directed by the teacher.</li> <li>- Report technology problems to your teacher.</li> </ul>	<ul style="list-style-type: none"> <li>- Help others when it's appropriate.</li> <li>- Film and photograph others only with their permission.</li> <li>- Be kind to everyone online.</li> </ul>
<b>Cafeteria</b>	<ul style="list-style-type: none"> <li>- Join the end of the line</li> <li>- no cuts.</li> <li>- Report any spills.</li> <li>- Listen quietly to announcements.</li> </ul>	<ul style="list-style-type: none"> <li>- Memorize your ID number.</li> <li>- Stay seated until your table is excused.</li> </ul>	<ul style="list-style-type: none"> <li>- Line up single-file and be patient while waiting for your turn.</li> <li>- Use good manners.</li> <li>- Follow adult instructions.</li> </ul>	<ul style="list-style-type: none"> <li>- Make room for others at your table.</li> <li>- Speak kindly to others.</li> <li>- Respect the food preferences and practices of other cultures.</li> </ul>
<b>Library</b>	<ul style="list-style-type: none"> <li>- Speak and move around quietly.</li> </ul>	<ul style="list-style-type: none"> <li>- Return books on time.</li> <li>- Know your Student ID #.</li> <li>- Have a pass to enter.</li> </ul>	<ul style="list-style-type: none"> <li>- Respect property by treating books and equipment gently.</li> <li>- Follow adult directions.</li> </ul>	<ul style="list-style-type: none"> <li>- Speak quietly - others may prefer a quiet environment.</li> </ul>
<b>Office</b>	<ul style="list-style-type: none"> <li>- Stay at the counter until you are helped.</li> <li>- Avoid side conversations.</li> </ul>	<ul style="list-style-type: none"> <li>- Always have a pass when coming from class.</li> </ul>	<ul style="list-style-type: none"> <li>- Wait quietly and patiently for your turn.</li> </ul>	<ul style="list-style-type: none"> <li>- Use your manners and show kindness towards the office staff who are helping you.</li> </ul>
<b>Recess</b>	<ul style="list-style-type: none"> <li>- Follow the rules of the game.</li> <li>- Keep food &amp; drink in the cafeteria.</li> <li>- Include others.</li> </ul>	<ul style="list-style-type: none"> <li>- When the bell rings, stop playing and return to class.</li> </ul>	<ul style="list-style-type: none"> <li>- Use equipment appropriately and safely.</li> <li>- Play fair.</li> <li>- Follow adult directions.</li> </ul>	<ul style="list-style-type: none"> <li>- Win or lose gracefully.</li> <li>- Include others.</li> <li>- Resolve conflicts.</li> <li>- See something, say something.</li> </ul>
<b>With a substitute teacher</b>	<ul style="list-style-type: none"> <li>- Help guest teachers with standard classroom rules.</li> </ul>	<ul style="list-style-type: none"> <li>- Have books and supplies ready to use.</li> <li>- Return materials to the proper place.</li> </ul>	<ul style="list-style-type: none"> <li>- Sit in your assigned seat.</li> <li>- Follow usual school &amp; classroom rules.</li> </ul>	<ul style="list-style-type: none"> <li>- Treat our guest teachers with kindness and respect.</li> <li>- Be helpful.</li> </ul>
<b>Attendance</b>	<ul style="list-style-type: none"> <li>- Let the office know of planned absences.</li> <li>- Have parents/guardians call in when you are sick.</li> </ul>	<ul style="list-style-type: none"> <li>- Set appointments for before or after school.</li> <li>- Check with all teachers before and after an absence.</li> </ul>	<ul style="list-style-type: none"> <li>- Arrive to class on time.</li> <li>- Enter class quietly &amp; respectfully when arriving late.</li> </ul>	<ul style="list-style-type: none"> <li>- Stay home when ill to avoid getting others sick.</li> <li>- Be extra helpful to others who may have missed class.</li> </ul>
<b>Restrooms</b>	<ul style="list-style-type: none"> <li>- Report vandalism or missing supplies.</li> </ul>	<ul style="list-style-type: none"> <li>- Carry a pass when using the restroom during class time.</li> <li>- Use the facilities and quickly return to class.</li> </ul>	<ul style="list-style-type: none"> <li>- Wash your hands after using the toilet.</li> <li>- Speak quietly in the restrooms.</li> <li>- Respect others' privacy.</li> </ul>	<ul style="list-style-type: none"> <li>- If someone in the restroom is upset or ill, please let a trusted adult know.</li> </ul>
<b>Bus Zone / Arriving &amp; Leaving Campus</b>	<ul style="list-style-type: none"> <li>- Be aware of others around you, including people arriving and leaving with younger children.</li> </ul>	<ul style="list-style-type: none"> <li>- Be on time for the school bus.</li> <li>- Communicate before and after school plans in advance.</li> </ul>	<ul style="list-style-type: none"> <li>- Use designated crosswalks.</li> <li>- Obey pedestrian/traffic signals.</li> <li>- Wear a helmet when using scooters/skateboards/bikes.</li> </ul>	<ul style="list-style-type: none"> <li>- Hold scooters/skateboards and walk bikes in busy areas.</li> <li>- When using bike racks, be mindful of other people's bikes.</li> </ul>

## 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: First or second week of the school year

**August 27- September 30, 2024:** Teams ensure that school staff understand that all students need explicit teaching about co-constructed expected behavior at school.\*

**January 6-January 10, 2025:** Teams ensure that school staff understand that all students need explicit teaching about co-constructed expected behavior at school.\*

**March 31-April 3, 2025:** 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's discipline data for 2025-2026**

## SCHOOLWIDE (TIER 1) CLIMATE PRACTICES

Each Beaumont student deserves to come to school and feel seen, safe, and valued. To make this happen, adults across the school intentionally support all students by implementing the following:

- A warm greeting by name each morning
- Attendance Awards
- Classroom Community Agreements
- Community Circles
- CORE compliments to acknowledge expected behavior: 5-1 positive interactions/behavioral corrections
- School counselor classroom lessons
- Weekly Social Emotional Learning classroom lessons
- Common Area Expectation lessons three times per year
- Calming spaces in each classroom
- Flexible seating
- Think Sheets to help reflect on behavior

## 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 the 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 C.O.R.E. compliment
- Correction and re-teaching:
  - Remind students 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

### **STUDENT INTERVENTION TEAM: ADDITIONAL BEHAVIOR & ACADEMIC SUPPORTS (TIER II AND TIER III)**

When Tier 1 classroom and schoolwide supports are not enough to ensure student success, students may be brought to the school Student Intervention Team (SIT) to develop and implement Tier II and III interventions.

The Student Intervention Team (SIT) is a collaborative, general education solution-generating team made up of a variety of school perspectives. The purpose of the SIT is to

- support teachers in reflecting on and enhancing their Tier I practices and
- implement targeted Tier II and III behavior and Tier III academic interventions when needed.

Utilizing an equity lens, the team considers the whole student when making decisions that affect their long-term educational experience and sense of belonging in PPS. SIT works to provide every student and adult what they need to thrive in the general education setting.

**Families are notified about student strengths and challenges, as well as planned interventions, at all points in the process.**

Example Tier II Behavior Interventions	
<b>Function: Access/Obtain</b> Check-In/Check-Out	<b>Function: Escape/Avoid</b> Breaks are Better

Meaningful Work Social/Emotional Skills Group Check and Connect Culturally Specific Affinity Groups	Check and Connect Social/Emotional Skills Group Behavioral accommodations/modifications served by IEP Builds greater community and sense of belonging
<b>Example Tier III Behavior Practices &amp; Intervention</b>	
<b>PRACTICES</b> (non-exhaustive)  Safety Plan Supervision Plan Planning for Managing Escalating Behaviors (with FBA/BSP)	<b>INTERVENTION</b> (exhaustive)  Individualized interventions outlined in the FBA/BSP

### **DEFINING STAGE 1 AND STAGE 2/3 BEHAVIORS (1.5)**

Behavior level calibration will be conducted by building staff to properly reflect the evolving needs of our community and accommodate our school's diverse racial, cultural, linguistic, and developmental needs.

### **Defining Behaviors and Staff Operating Procedures**

### **DISCIPLINE POLICIES (1.6)**

## **The 2025-2026 Student Rights, Responsibilities and Discipline**

[\[Click here for the Reset/Think sheet process and samples\]](#)

[Link to BMS Discipline Flow Chart](#)

[\[Click here for sample behavior calibration chart and flowchart w/PD \(CR-TFI Item 1.5/1.6\)\]](#)

### **PROFESSIONAL DEVELOPMENT (1.7)**

For 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	
<b>August</b>	School climate orientation: <ul style="list-style-type: none"> <li>Teaching school values &amp; common area expectations schedule</li> <li>Teaching classroom routines &amp; expectations</li> <li>Schoolwide and classroom acknowledgment systems</li> <li>Correcting fluently</li> <li>SIT flowchart</li> <li>Influence of race, culture, and language on adult expectations and student behavior</li> </ul> Climate PD <ul style="list-style-type: none"> <li>Review of Climate Handbook</li> </ul>	Leadership Team	

<b>September</b>	SEL lessons during the first 4 days of school Common Area Expectations taught 1st week of school	Counselors / Teachers	
<b>October</b>	10/24		
<b>November</b>	11/24 Staff Meeting Discipline Review	Staff Meeting	
<b>December</b>	Review the Climate Handbook: Sections to cover Continue MTSS PowerPoint	Climate Team Staff Meeting	
<b>January</b>	Review of Expectations with Students Discussion	Staff Meeting	
<b>January</b>	15: WDIFTC Site Visit: Feedback and Problem Solving	Vendor & Staff	
<b>February</b>	12: Climate Team Training	Staff	
<b>February</b>	TSEL Training	Staff Meeting	
<b>March</b>	TSEL + WDIFTC Training	Staff Meeting	
<b>April</b>	TSEL Training	Staff Meeting	
<b>May</b>	TSEL Training Review of School Climate Plan/Staff Handbook	Staff Meeting	
<b>June</b>	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 the administration no later than the day before the back-to-school night. Co-creating classroom practices reduces classroom variability 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 for increasing the recurrence of the appropriate behaviors. Beaumont has decided to give out acknowledgment "tickets", small slips of paper that are aligned with the school's CORE values. All staff will hand out the acknowledgment tickets with specific praise to students as they witness appropriate behaviors in the common areas, in classrooms, on buses, etc.

Description of our school-wide acknowledgment 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 acknowledgment tickets after school, monthly recognition assemblies, etc.): List and description of student character and behavior

### Acknowledgment Matrix

Type	What	When/Where	Who Gives Them?
<b>Immediate/ High-frequency</b>	Kids: Beaumont Core Compliments } <b>Adults: Kudos and Shout Outs at Staff meetings</b>	Classroom & Common areas	All Staff
<b>Redemption of immediate/ High Frequency</b>	Kids: <b>Fridays</b> <b>Adults: Anabel Munana</b>	Lunch Time Cafeteria	Ms. Munana or other staff
<b>Long-term SW Celebrations</b>	Kids: Assemblies, Drawings/Wheel <b>Adults: School Activities/TSEL Team Squad Games 1 Fall 2024 Squad Games 2 March 2025 Dance Spring 2025 Squad Games 3 Spring 2025</b>	Kids: Monthly assemblies?, Weekly drawings <b>Adults: Grade Level Teams Activities</b>	Teachers, Cafeteria duty staff
<b>Continued Excellence Programs</b>	Kids: Acknowledgement in the Climate Corner- student weekly announcements <b>Adults: Names provided by GLTs, CC published by Johansson</b>	Kids: Walking Field Trips, Intermittent free dress, end-of-the-year field trip <b>Adults: Classroom Teachers</b>	WEB-Students apply for the program

Core Complements

### **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
<b>August-September</b>	9/24-24	Teacher Pre-Service: Classroom Expectations PD and Completion of Required Documents/Forms  Climate Presentation

<b>September</b>	9/27	Jumpstart activities for new students
<b>January</b>	January 6 - January 9	DNH (did not happen)
<b>April</b>	March 31 - April 4	
<b>June</b>	School Climate Survey	

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

### **Schedule for family involvement activities**

<b>Date</b>	<b>Topic &amp; Group</b>	<b>Activities</b>	<b>Organizer</b>
<b>SEPT</b>	9/19	Back to School Night	Counselors and ADMIN
<b>SEPT</b>	PTA Meeting 9/23	Hola, PTA Meeting 9:30 am	PTA/Admin
<b>OCT</b>	9	Hola, PTA Meeting at 7 pm	PTA/ADMIN
<b>OCT</b>	23	Rm 140: Admin Parent Meeting: Welcome Upcoming events	Admin
<b>NOV</b>	6	<b>Virtual Latino Parent</b>	Admin
<b>NOV</b>	13	Hola, PTA Meeting at 7 pm	Admin
<b>NOV</b>	25-26	Parent Teacher Conferences	Admin/Teachers
<b>DEC</b>	9	Beaumont Squad Games parents participated on a parent Team	Activities Committee
<b>DEC</b>	16th	Parent Tea with Admin: FIT Assessment	Admin
<b>JAN</b>	8	Hola, Parents PTA Meeting: SSS Data and Fit Assessment	Parents/Admin
<b>JAN</b>	13	Parent Tea with Admin: SSS Data and Fit Assessment	Admin
<b>FEB</b>	12	Hola, Parents PTA Meeting	Parents/Admin
<b>FEB</b>	13	5th Grade Open House: Parents and Students Visit	Admin/Counselors/PTA/Sun School
<b>FEB</b>	24th	Parent Te with ADMIN	Admin
<b>MAR</b>	19	Hola, Parents PTA Meeting	Admin
<b>MAR</b>	31	Parent Tea with ADMIN	Admin
<b>APR</b>	2	2025 HeART of Portland Event	District
<b>APR</b>	28	Parent Tea with Admin	Admin
<b>MAY</b>	19	Parent Tea with Admin	Admin
<b>JUNE</b>	PTA Meeting		



Tea with Dr. Vimégnon and Mr. Kramer Schedule

### **Beaumont Middle School Plan for Student Involvement**

The Student Instructional Leadership Team will meet Monthly with the Instructional Coach to give feedback about their experiences and ideas.

### **Beaumont Middle School New Student/Family Plan**

#### **Jumpstart For New Students**

On the first day of school, all new students will have a Jumpstart Orientation led by the school WEB Coordinators ( Counselor, School Climate Specialist, Teacher-3) and the student leadership team-WEB Leaders. New Students will be introduced to a WEB Leader who will give them a tour of the school and show them where their classes are located. This WEB Leader will be available throughout the year to assist with school questions.

## **TIER I EVALUATION**

### **Evaluation of the Effects and Fidelity of the School Climate Practices**

#### **DISCIPLINE DATA (1.12)**

**The Tiered Fidelity Inventory (CR-TFI)** guides the action planning for implementing a positive school climate.

- The 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 monthly

#### *Recent TFI scores*

- 2025-2026:

#### **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*

- 2025-2026:

#### **School Climate Action Plan (CR-TFI):**

## Appendix

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

**Date:**

[Beaumont CR-TFI](#)