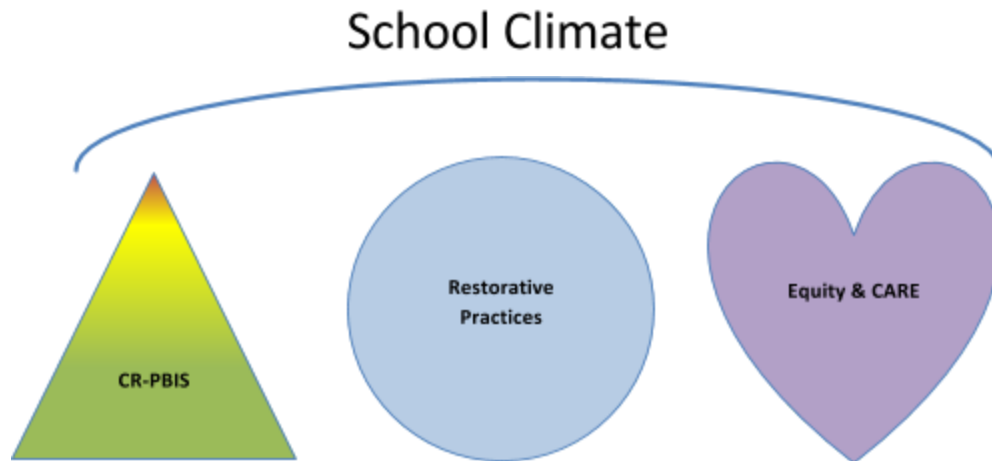


WHAT IS SCHOOL CLIMATE?

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.

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 Beaumont 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.”

Retired 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	Ria Goodwin	Facilitator	
Administrator	Regina Sun		
Family Member	TBD		
Behavioral Expertise	Cindy Ewers	Minute Taker	
Coaching Expertise	Steve Smith Jeannette Lopez		
Knowledge of Academic/Behavioral Patterns	Linda Scott		
Knowledge of School Operations/Programs	Regina Sun		

The membership of the school climate team reflects some of the gender, racial, and cultural diversity of our school community. The team is trained on culturally relevant practices.

TIER I IMPLEMENTATION

Programmatic Supports for all Students

SCHOOLWIDE VALUES AND COMMON AREA EXPECTATIONS (1.3)

Our School Values are:

1. *Collaboration*
2. *Organization*
3. *Responsibility*
4. *Empathy*

[Posters](#) have been made and distributed throughout the building in order to make them visible to students, staff and families. The intention is to send a consistent message about what our school community values and what how it looks in different common areas. This will help Beaumont 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 Beaumont school community, because these are the three things that help students be successful in life. Our students need to understand and exercise Beaumont C.O.R.E. 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

Beaumont Middle School *CORE* Values

	Collaboration	Organization	Responsibility	Empathy
Before & After School	-Check that teachers are available for before or after school help.	-Have a pass to enter early. -Be in class by 9:10.	-Enter and exit at the proper times. -Clean up after yourself. -Use appropriate behavior and language.	-Respect school property. -Respect the property of others. -See something, say something.
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. -Move to the side for brief conversations.	-Keep food & drinks in locker or cafeteria. -Speak at a conversational level. -Use water stations for drinking only. -Put garbage in trash cans.	-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.	-Actively participate in your education. -Listen closely to instruction. -Clean up before dismissal.	-Be positive and kind. -Honor everyone's right to learn.
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 the office.	-Respect that others are working. -Respect school property. -Film and photograph others only with their permission. -Be kind to everyone on line.
Cafeteria	-Wait patiently in line. -Report any spills. -Listen quietly to announcements.	-Memorize your ID number. -Join the end of the line. -Wait seated until your table is excused.	-Walk at all times. -Clean up after yourself. -Be mindful of food allergies. -Sign out when using the restroom.	-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.	-Return books to correct areas. -Clean up before dismissal.	-Respect property by treating books gently.
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. -Take care of business promptly.	-Say "Please" and "Thank you." -Respect that people are working in the office.
Recess	-Follow the rules of the game. -Keep food & drink in the cafeteria. -Play fair and include others.	-When the bell rings, stop play and return to class.	-Stay in designated areas. -Ask for help when issues arise. -Return all play equipment.	-Win or lose gracefully. -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 normal school & classroom rules.	-Treat our guest teachers with kindness and respect.
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.	-Come to school on time every day. -If you arrive late, check in at the office before going to your locker.	-Stay home when ill to avoid getting others sick. -Enter class quietly & respectfully when arriving late.
Restrooms	-Report vandalism or missing supplies.	-Carry a pass when using the restroom during class time. -Use the facilities and quickly return to class.	-Keep our restrooms clean.	-See something, say something. -Respect others privacy.



TEACHING EXPECTATIONS (1.4)

Lesson Plans/policies and schedule For teaching common area expectations in appendix

Yearly Schedule for Teaching Common Area Expectations

Date
August 27- September 30, 2017: Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide.
January 2-January 5, 2018: Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide.
April 2-April 6, 2018: Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide.
As indicated by Beaumont discipline data 2017-2018

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.

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 behavior not meeting Beaumont Middle School expectations, interact directly to calmly remind/re-teach expectations to that student.

Interactions may include:

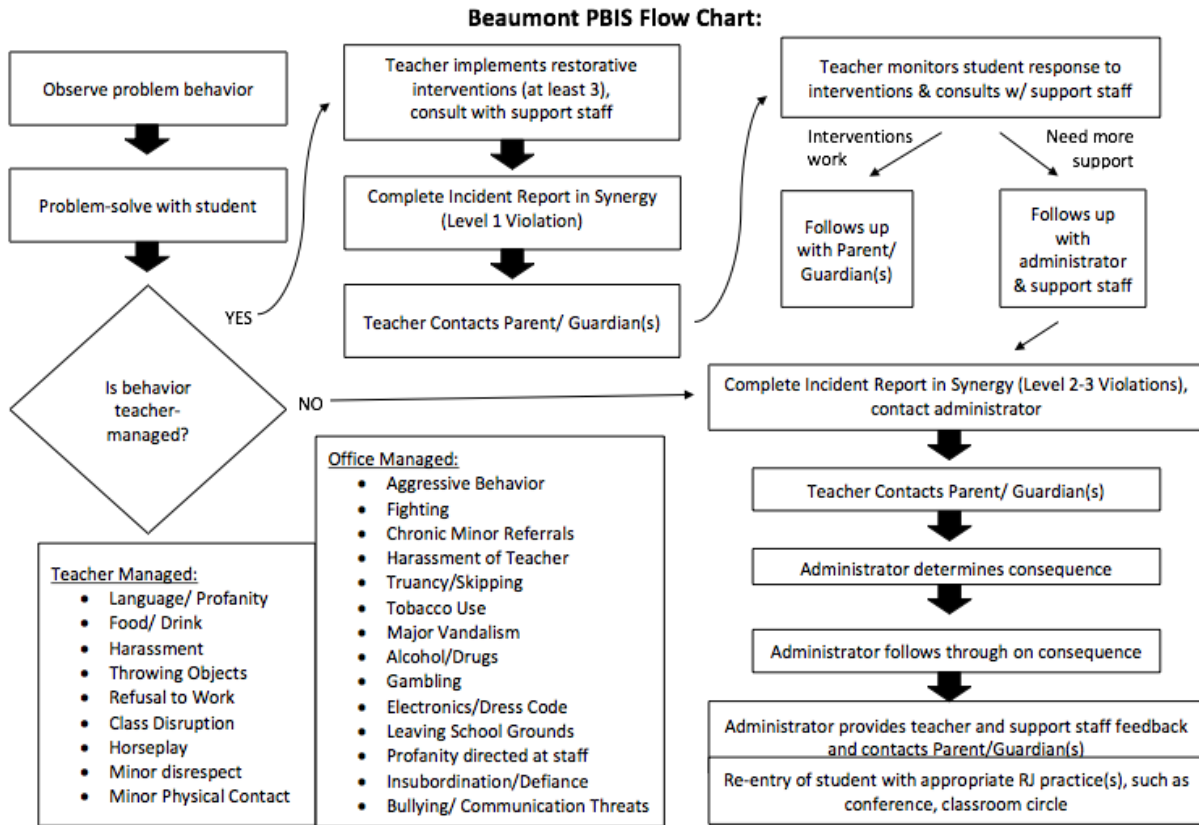
- Acknowledgement of student success through:
 - Positive interaction
 - Supplying student with choice incentive or preferred activity
 - Rewarding with “gotcha ticket” or “Beaumont Buck”
- Correction and re-teaching:
 - Remind student of the rule
 - Re-teach expectations using positive practice
 - Coach student in demonstrating the Beaumont C.O.R.E. values
 - 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 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






DISCIPLINE POLICIES (1.6)



BMS School-Wide Discipline Plan 2017-2018

Beaumont Middle School will utilize proactive and inclusive practices so students feel connected to the learning community. We will provide students with the opportunity to reflect on the impact of their actions, restore the harm, and develop the skills to make better choices in the future with the goal that the student be reintegrated back in the learning community.

<p>PROACTIVE & INCLUSIVE PRACTICES</p>	<p><i>The teacher builds a learning community by:</i></p> <ul style="list-style-type: none"> Greeting students at the door during transitions to have a positive initial interaction Using Beaumont C.O.R.E. creating community agreements with input from students that are posted and referred to regularly Adopting five responsive shifts: 1. Adopt a social-emotional lens 2. Know your students & develop your cultural competency 3. Plan & deliver effective student-centered instruction 4. Move the paradigm from punishment to development 5. Resist the criminalization of school behavior (from "A Teacher's Guide to Rerouting the Pipeline" <i>Teaching Tolerance</i>) Explicitly teaching and clarifying expected school/classroom/activity behaviors you expect students to demonstrate throughout the lesson Acknowledging and reinforcing on-task behaviors (3:1 ratio) by distributing incentives/positive interactions Providing leadership opportunities for students by assuming classroom responsibilities to become positive role-models Developing classroom routines & sticking with them, such as a warm up activity posted on the board to make the start of the lesson count Holding restorative/community building circles/activities at least weekly so students feel connected to the learning environment & each other Practice using strategies to avoid power struggles (keep voice at neutral, restate expectations positively, provide choices instead of ultimatums when appropriate, redirect problematic behaviors privately, and provide students with the time & space to redirect themselves) Building positive relationships with students by connecting with them and checking in about life outside of school Finding ways to make the curriculum relevant to students' lives (through their culture, language, interests, etc.) when appropriate Looking for opportunities where students can contribute and make choices in the curriculum when appropriate Making positive phone calls to parents/guardians (being mindful and intentional of relationship building with students) 		
	<p>STAGE 1 BEHAVIOR OCCURS Managed by teacher (Student remains in class)</p> <p> Bothering/pestering, cheating, damaging property, excessive talking, getting out of line, mild defiance, mild cursing, not following directions, play fighting, pushing or shoving, running, taking other's property, teasing/put-downs</p>	<p>STAGE 2 BEHAVIOR OCCURS Referral that may wait for admin. (Student remains in class)</p> <p> Abusive/Profane language, Class cutting/leaving without permission, Deliberate misuse/damaging of property, Display of patently offensive material, Disruptive conduct, Forgery, Gambling, Harassment: bullying, Inappropriate dress, Inappropriate use of technology, Indecent (obscene) gesture, Insubordination, Interference with school personnel, Intimidation, Loitering, Off limits, Open defiance, Plagiarism/cheating, Possession of prohibited item, Possession/use of stolen property, Tardiness (3+), Theft: minor, Threat of violence, Trespassing, Truancy, Vandalism: minor, Willful disobedience</p>	<p>STAGE 3 BEHAVIOR OCCURS Immediate admin. assistance (Student is removed from class)</p> <p> Alcohol/drug, Arson or attempted arson, Assault/menacing, Battery, Bomb threat, Burglary, Extortion, False fire alarm, Fighting, Firecrackers/explosives, Gang identifier, Harassment: sexual, Indecent exposure, Robbery, Theft: major, Tobacco, use and/or possession, Vandalism: major, Weapons: dangerous, deadly, firearm, simulated, possession, use, threat with weapon</p>
<p>PPS DISTRICT BEHAVIOR DESCRIPTIONS</p>	<p><i>Teacher uses 3 Interventions from below:</i></p> <ul style="list-style-type: none"> Restorative Justice practices (inquiry questions, circles, etc.) and consults with RJ Coordinator Restitution Consult with counselor, RJ Coordinator, SPED case manager, ELL teacher, psych, nurse Family contact Reteach expectations Provide choices whenever possible Change seating Detention Gentle reprimand Keep in proximity Pre-correction Private direction Time out (in class) Warning Sensitive use of humor Praise for taking responsibility Identify replacement behavior Redirect student Modify/differentiate work 	<p><i>Teacher & Admin uses, implements, and/or supports:</i></p> <ul style="list-style-type: none"> Stage 1 interventions Restorative justice practices (inquiry, circles, etc.) and consults with RJ Coordinator Consult with counselor, RJ Coordinator, SPED case manager, ELL teacher, psych, nurse Referral to Student Intervention Team Time out (out of class- less than 10 minutes) with written reflection) Behavior contract Written agreements Identify "safe place" to cool off Parent/teacher/student/admin/counselor conference Parent/teacher conference Check-in/check-out routines with students Meaningful work/community service Interest inventory Daily progress report Identify peer/mentor/adult supports 	<p><i>Teachers & Admin uses, implements, and/or supports:</i></p> <ul style="list-style-type: none"> Stage 2 interventions Consult with counselor, RJ Coordinator, SPED case manager, ELL teacher, psych, nurse Referral to Student Intervention Team Check-in/check-out routines with individuals Safety or behavior plan Referral to Major Suspension Program Referral to Student Success Center
<p>TEACHER RESPONSIBILITIES</p>	<ul style="list-style-type: none"> Teacher implements appropriate Stage 1 positive interventions (see above) Teacher completes Stage 1 Behavior Report online if students does not respond interventions (send to self) Teacher <i>must</i> contact family Teacher sends a copy of the Stage 1 report home (signature is optional) 	<ul style="list-style-type: none"> Teacher implements appropriate interventions Teacher <i>must</i> contact family Teacher <i>must</i> submit Stage 2 Behavior Report online to ADMIN. ADMIN will automatically be alerted. (send to ADMIN) If necessary, teacher calls office and asks for Administrative assistance 	<ul style="list-style-type: none"> Teacher calls office and asks for Administrative assistance Teacher completes Stage 3 Behavior Report (send to ADMIN)
<p>ADMINISTRATION RESPONSIBILITIES</p>	<ol style="list-style-type: none"> Admin consults reporter/teacher about Stage 2 Behavior Report Admin reviews possible actions to take in consultation with PPS Student Rights and Responsibilities Handbook Admin contacts families regarding consequence Admin resolves incident within 2 days and follows up with teacher <p><i>*Stage 2 referral can become stage 3 for repeated offense</i></p>		<ol style="list-style-type: none"> Admin picks up student from classroom and Stage 3 Behavior Report Student does not return to class until conference with Administrator Admin consults & follows up with reporter/teacher about Stage 3 Behavior Report the same day or next Admin reviews possible actions (restorative or retributive) to take according to PPS Student Rights and Responsibilities Handbook

