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# Beverly Cleary School Climate Handbook

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## *Beverly Cleary Expectations*

*Be Safe*

*Be Respectful*

*Be Responsible*

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2020-2021

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### Vision:

An inclusive community in which students are confident, curious, empathetic global citizens.

### Mission:

The mission of Beverly Cleary School is to empower our students academically and socially to become global citizens by forming authentic relationships among students, staff and families. We foster academics, critical thinking skills, perseverance and a strong commitment to equity and inclusion.



Grammarly is now **beta** testing  
on Google Docs!

TURN IT ON

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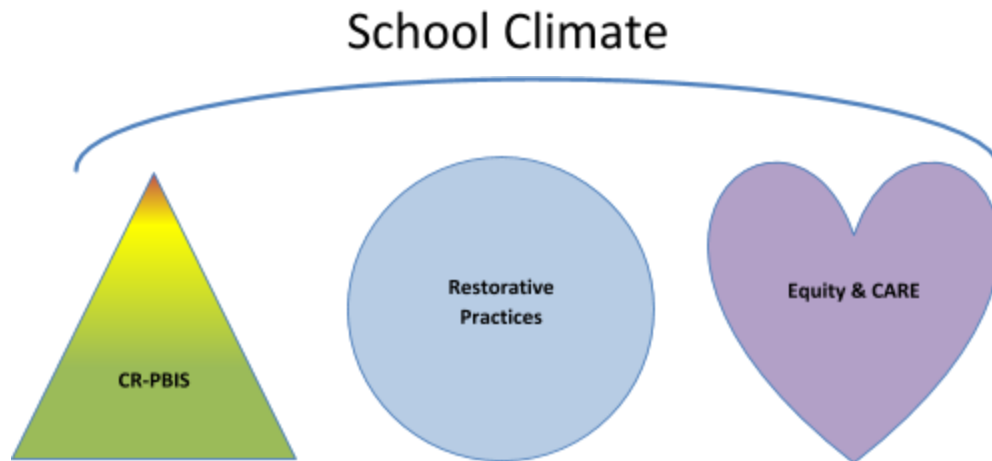
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## WHAT IS SCHOOL CLIMATE?

### SCHOOL CLIMATE OVERVIEW

School Climate encompasses CR-PBIS (Culturally-Responsive Positive Behavioral Interventions & Supports), Restorative Practices with the lens of racial Equity and practices of CARE (Collaborative Action Research for Equity) explicitly called out and woven in.



### CR-PBIS

CR-PBIS (Culturally-Responsive Positive Behavioral Interventions & Supports) uses implementation science to help students to develop positive behaviors. At the most basic level, CR-PBIS can be described as a three-pronged approach:

1. Explicitly **teach** what is expected
2. Actively **acknowledge** 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 Beverly Cleary 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.”*

*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			
Administrator	Principal/Assistant Principals		
Family Member			
Behavioral Expertise			
Coaching Expertise			
Knowledge of Academic/Behavioral Patterns			
Knowledge of School Operations/Programs			
Student (for HS)	Student Leadership		

*We will incorporate student voice into our procedures, policies and decisions by collaborating with our student leadership class, which is demographically mixed.*

### Climate Team Meeting Schedule

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



**Meeting Agenda:**

- All Climate Team meetings are conducted using the TIPS format. Here are our meeting minutes: <https://docs.google.com/spreadsheets/d/1EeybzOacQs7AiZnUxw09MJW69-duHxcRdVce7aHG09k/edit?usp=sharing>
- Monthly Discipline Data
- CR-PBIS School-wide Systems (assessing the effectiveness of our Equity Practices on school climate)
- Integration of Restorative Practices

Agenda scheduled for each of our school climate meetings will be driven by the Tiered Fidelity (TFI) Action Plan.

## **TIER I IMPLEMENTATION**

### **Programmatic Supports for all Students**

#### **SCHOOLWIDE VALUES AND COMMON AREA EXPECTATIONS (1.3)**

**Our School Values are:**

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

Posters have been made and distributed throughout the building 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 Beverly Cleary 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 Beverly Cleary School community, because these are the three things that help students be successful in life. Our students need to understand and exercise our school 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**

Cafeteria	Voice Level: 2 <ul style="list-style-type: none"> <li>● Remain seated and eat</li> <li>● Use hand signals to be excused             <ul style="list-style-type: none"> <li>○ “W” for water</li> <li>○ “C” for clean</li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>○ “T” for bathroom</li> <li>● Clean up after yourself</li> <li>● Polite table manners</li> </ul>
Hallway	<p>Voice Level: K-5: 0 Gr 6-8: 0-2</p> <ul style="list-style-type: none"> <li>● Face forward</li> <li>● Walk on the right (stairs/hall)</li> <li>● Hands and feet to self</li> </ul>
Bathroom	<p>Voice Level: 1</p> <ul style="list-style-type: none"> <li>● Respect privacy</li> <li>● Go, Flush, <u>Wash</u>, Leave!</li> </ul>
Playground	<p>Voice Level: 4</p> <ul style="list-style-type: none"> <li>● Safe hands and feet</li> <li>● Stay where an adult can see you</li> <li>● K-3 Use Kelso’s/K.C.’s Choice to solve problems first 4,5</li> <li>● 6-8 Seek help appropriately</li> </ul>
Water Fountains	<p>Voice Level: 0</p> <ul style="list-style-type: none"> <li>● Wait patiently</li> <li>● Take 1 cup</li> <li>● Fill, Drink, Place</li> </ul>
Bus	<p>Voice Level: 2</p> <ul style="list-style-type: none"> <li>● Enter and Exit safely</li> <li>● Remain seated</li> </ul>

**TEACHING EXPECTATIONS (1.4)**

**Yearly Schedule for Teaching Common Area Expectations**

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



**Active Supervision: Move, Scan & Interact**

Active supervision is the alert, proactive ability of the staff member to circulate within a group of students while interacting in a positive and constructive way, scanning for potential problems, diffusing them before they arise, and motivating students to do their best and monitor their own behavior.

**DEFINING MINOR, STAGE 1 REPORTS, 2 AND 3 BEHAVIORS (1.5)**

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

**Defining Behaviors**

<b>P R E V E N T I O N</b>	<b>Classroom Community Building/Tier 1 Supports</b>		
	<p><b>Staff responsibility for all students:</b></p> <ul style="list-style-type: none"> <li>-Greet students for a daily positive initial interaction</li> <li>-Post school-wide values and expectations in classrooms and common areas</li> <li>-Explain and practice the expectations and review them throughout the year</li> <li>-Acknowledge positive student behavior with PAWS</li> <li>-Differentiated instruction for all students and specific supports for focal students</li> <li>-Build positive relationships and remain knowledgeable about students' lives</li> <li>-Classroom community activities embedded in daily routine</li> <li>-Providing leadership opportunities for students by assuming classroom responsibilities to become positive role models</li> <li>-Avoiding 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 and space to redirect themselves)</li> </ul>		
	<p><b>Stage 1 Discipline Referral</b> Managed by teacher in classroom (Behavior does not warrant an office visit)</p>	<p><b>Stage 2 Discipline Referral</b> Managed by teacher or referred to administrator (Teacher determines if student remains in class or goes to office. An office visit must include communication to office staff about incident).</p>	<p><b>Stage 3 Discipline Referral</b> Immediate administrative assistance (Student goes to office)</p>
<b>B E H A V I O R</b>	<ul style="list-style-type: none"> <li>-Bothering/pestering</li> <li>-Cheating</li> <li>-Damaging property</li> <li>-Excessive talking</li> <li>-Line cutting</li> <li>-Mild defiance</li> <li>-Mild cursing</li> <li>-Not following directions</li> <li>-Play fighting</li> <li>-Pushing or shoving</li> <li>-Minor physical behavior</li> <li>-Running in the building</li> <li>-Taking other's property</li> </ul>	<ul style="list-style-type: none"> <li>-Extreme abusive/inappropriate language</li> <li>-Class cutting/leaving without permission</li> <li>-Deliberate misuse of property</li> <li>-Display of offensive/inappropriate material (i.e. racist or vulgar)</li> <li>-Disruptive conduct that interferes with learning (i.e. angry outbursts, arguing, or negative comments)</li> <li>-Indecent/obscene gesture</li> <li>-Insubordination</li> <li>-Harassment (verbal)</li> </ul>	<ul style="list-style-type: none"> <li>-Alcohol/drug</li> <li>-Arson or attempted arson</li> <li>-Assault/menacing</li> <li>-Battery</li> <li>-Burglary</li> <li>-Extortion</li> <li>-False fire alarm/bomb threat</li> <li>-Fighting</li> <li>-Firecrackers/explosives</li> <li>-Harassment or bullying based on: disability,</li> </ul>





	<p>-Teasing/putdowns</p> <p><b><i>If the incident warrants parent contact, a Stage 1 should be written for documentation. When using typical classroom interventions, repeated Stage 1 behavior instances may result in a Stage 2 referral.</i></b></p>	<ul style="list-style-type: none"> <li>-Intimidation</li> <li>-Non-compliance with disciplinary action</li> <li>-Inappropriate physical contact</li> <li>-Cheating/plagiarism</li> <li>-Possession of prohibited item</li> <li>-Possession of stolen property</li> <li>-Technology use violation</li> <li>-Minor vandalism</li> </ul>	<p>gender/sexual identity, race, color, national origin, other</p> <ul style="list-style-type: none"> <li>-Hazing</li> <li>-Indecent exposure</li> <li>-Robbery</li> <li>-Theft; major</li> <li>-Threat of violence</li> <li>-Tobacco, use and/or possession</li> <li>-Vandalism: major</li> <li>-Weapons</li> </ul>
	<p><b>Stage 1</b></p> <p>Managed by teacher in classroom (student remains in class)</p>	<p><b>Stage 2</b></p> <p>Managed by teacher or referred to administrator (teacher determines whether student remains in class or goes to the office. An office visit must include teacher communication to office staff).</p>	<p><b>Stage 3</b></p> <p>Immediate administrative assistance (student removed from class)</p>
<p><b>R E S P O N S E</b></p>	<p><b>Teacher responsibility:</b></p> <ul style="list-style-type: none"> <li>-Formal verbal warning about specific behavior prior to written documentation</li> <li>-Selecting an intervention(s) for targeted behaviors for classroom intervention/support</li> <li>-Parent contact</li> <li>-Completed Stage 1 behavior documentation</li> <li>-Teacher enters Stage 1 in Synergy</li> </ul>	<p><b>Teacher responsibility:</b></p> <ul style="list-style-type: none"> <li>-Appropriate classroom intervention</li> <li>-Selecting an intervention(s) for targeted behaviors/staff interventions</li> <li>-Parent contact/conference</li> </ul> <p><b>Administrator responsibility:</b></p> <ul style="list-style-type: none"> <li>-Consult with teacher about behavior</li> <li>-Investigation/conference with student if requested by teacher and/or the situation warrants further investigation</li> </ul> <p><b>Potential consequences (determined on a case by case basis):</b></p> <ul style="list-style-type: none"> <li>-Structured recess</li> <li>-Loss of privilege</li> </ul>	<p><b>Administrator responsibility:</b></p> <ul style="list-style-type: none"> <li>-Consult with teacher</li> <li>-Investigation/conference with student(s)</li> <li>-Immediate parent contact</li> </ul> <p><b>Potential consequences:</b></p> <ul style="list-style-type: none"> <li>-Determined by administrator according to Student Rights and Responsibilities Handbook</li> </ul>
<p><b>S U P P O R T S</b></p>	<p><b>What the teacher is doing <i>with</i> the student to promote positive student behaviors.</b></p> <ul style="list-style-type: none"> <li>-Re-teach/model/practice expected behaviors</li> <li>-Review the rule with the student</li> <li>-Change seating</li> <li>-Reminders of expectations</li> <li>-Change teacher proximity</li> <li>-Loss of privilege</li> <li>-Positive reinforcement before/during/after</li> <li>-Time out in classroom calming area</li> <li>-Think sheet</li> <li>-Apology/letter</li> <li>-Restorative chat</li> <li>-Counselor consult</li> </ul>	<p><b>What the school is doing <i>with</i> the student/family to promote positive student behaviors.</b></p> <ul style="list-style-type: none"> <li>-Stage 1 supports</li> <li>-Student Intervention Team</li> <li>-Daily classroom behavior tracking sheet</li> <li>-Visual schedule/cues</li> <li>-Access to a calming area</li> <li>-Check-in/Check-out (CICO)</li> <li>-Social stories</li> <li>-Parent conference with administrator</li> <li>-Restorative process</li> </ul>	<p><b>What the school is doing <i>with</i> the student/family to promote positive student behaviors.</b></p> <ul style="list-style-type: none"> <li>-Student Intervention Team</li> <li>-Check-in/Check-out (CICO)</li> <li>-Safety plan</li> <li>-Restorative process</li> <li>-Parent conference with administrator</li> </ul>



**Repeated and chronic Stage 1/2/3 incident referrals with classroom community builders in place and appropriate teacher responses may indicate initiating a SIT referral.**

## **DISCIPLINE POLICIES (1.6)**

### PHILOSOPHY

The Beverly Cleary community is committed to creating a learning environment where students can mature into responsible decision makers. We recognize that the quality of the instructional program and direct teaching of expectations will support students in maintaining excellent behavior. Through the use of effective teaching strategies, development of appropriate learning activities, and clear expectations, school professionals help students succeed and feel good about themselves. When this occurs, a school will greatly reduce the potential for misbehavior.

Beverly Cleary's discipline philosophy consists of three basic components: Be Respectful, Be Responsible, Be Safe and so that we foster the learning of ourselves and others. Our goal is to clearly teach and reinforce these expectations so that all students can reach their highest potential. This will happen when the environment is designed to meet the following conditions:

1. The school has reasonable and clear expectations that are positively stated and understood by all students and staff.
2. Every adult is committed to the positive development of all students and explicitly teaches and models positive behavior.
3. Each classroom has an effective practices plan that aligns with the school plan and is regularly taught and reinforced with students.
4. All behavioral procedures will adhere to guidelines identified in the HANDBOOK ON STUDENT RESPONSIBILITIES, RIGHTS AND DISCIPLINE published by Portland Public Schools. This document will be sent home during the first two weeks of school, after teachers have taught and reviewed Beverly Cleary's Rules and Behavioral Expectations. These rules and expectations will be retaught throughout the year.
5. Finally, by having clear expectations and a thorough plan, our students will be encouraged to learn different ways to solve problems especially if they interfere with success in the classroom.

### ROLE OF BEVERLY CLEARY STAFF

Teachers are instrumental in supporting students and providing them with opportunities to grow. They must also be permitted to present curriculum in a safe and caring environment. Throughout the school year, administrators in cooperation with teachers will conduct periodic reviews of all or portions of the plan in classrooms or at faculty meetings.

1. Teachers use the Beverly Cleary Rules and Behavioral Expectations to develop rules and expectations for their classroom. A copy of your Classroom Management Plan must be turned in to the Principal by September 12, 2017.
2. Teachers share their Classroom Management Plan with parents at Back to School Night on either September 16, 17, or 24, 2017.
3. Re-teaching of these rules and expectations will occur throughout the year, especially after students have been out of school for an extended time (winter and spring breaks). Consistent re-teaching will support students in their learning and understanding of these expectations.
4. Behavioral interventions are developed by the staff that are consistent, progressive, and follow the guidelines established in the Responsibilities, Rights and Discipline Handbook. Students who do not follow the rules will be dealt



with in a fair and consistent manner. The focus of these interventions is to help the student learn safe, respectful and responsible behaviors. It is always desirable for a student to learn from their mistakes.

5. If a child needs to be seen by an administrator, the referring staff member will complete a Stage 1 report or Stage 2/3 referral, make a phone call to family, and send it to the office.

(Please place referral in an envelope to ensure confidentiality.) The administrator will see the student as soon as possible. Please call the office prior to sending the student. If there is an emergency situation, call the office for assistance.

6. If the problem continues, a behavior contract including specific areas of concern, responsibilities of the student, parent, teacher, administrator and any others involved, may be cooperatively written and implemented with help from an administrator. A parent conference would be scheduled to present the plan.

7. Issues of chronic behavior or other concerns may necessitate either a parent contact to acknowledge mental/emotional health and/or possible referral to the Student Intervention Team.

**\* Behavior Reports/ Referrals:**

Behavior referrals are issued when there is a serious behavioral incident (insubordination, fighting, under the influence of, possession and/or sale of drugs or alcohol, assault, abusive or obscene language directed toward a staff member, etc.) or there is a pattern of behavior that needs to be addressed. The teacher should call the office for help and then send the student to the office. The teacher should then document the incident on a Discipline Referral Form. The administrative team will follow due process procedures outlined in the Student Responsibilities, Rights, and Discipline Handbook and assign consequences as needed. All discipline referrals are entered into Synergy as a form of documentation.

**The Behavior Continuum**

Stage 1 – Fill out the Stage 1 form for documentation/classroom intervention

A “Stage 1” behavior consists of behaviors that are above and beyond (in frequency and/or amount) what are considered “typical” classroom behaviors. When classroom interventions do not seem to work, it may be necessary to start documenting behaviors. Home contact is required.

Stage 2 – (referral and Restorative Justice Process)

A “Stage 2” may be necessary for student whose behavior is more severe than typical classroom behaviors and a more serious response is needed by Administration. Home contact is required.

Stage 3 – (Send to the office immediately)

Unsafe and/or dangerous behavior, involving physical or verbal actions.

\*Please note: k-5 students may no longer be excluded from school as disciplinary consequence for any violation other than battery, fighting or weapons/drug offenses. Students in 6-8th grade may only be excluded from school with the permission of John’s supervisor.

**STEPS FOR MAINTAINING A SAFE LEARNING ENVIRONMENT, FOSTERING THE LEARNING OF OTHERS**

1. Establish and teach your classroom behavioral expectations and write your management plan. This takes time, so plan it into your September lessons. Time spent doing this prevents most of the minor disruptions that tend to make teachers crazy in May and June.

2. Plan to re-teach these rules after Winter and Spring breaks.



3. Provide a cooling off or time-out space.
4. Share your plan with parents at Back to School Night.
5. Keep a log of parent contacts.

Disruptive Behavior- When a student demonstrates difficulty meeting the classroom expectations or complying with the rules, the teacher should take these steps to help the student:

1. Confer with student and remind student of the expectations
2. If behavior continues, send student (grades 2-8) to the office with a Time Out sheet and we will send them to the designated buddy classroom. For younger students, time-out may be in your class or in another class.
3. Notify the parent of the behavior so that they can speak to the student about this.
4. If misbehavior continues to occur, discuss with Administrator. Write a behavior referral if you feel the behavior is becoming a pattern.
5. Together we may write a behavioral contract, develop support services or plan a staffing with the family if necessary.

Responding to Serious Incidents- In the occurrence of a serious behavioral incident (under the influence of, possession and/or sale of drugs or alcohol, fighting, assault, abusive or obscene language directed toward a staff member, etc.) the teacher should call the office for help and then send the student to the office. The teacher should then document the incident on a Behavior Referral Form. The administrative team will follow due process procedures outlined in the Student Responsibilities, Rights, and Discipline Handbook and assign consequences as needed. We will communicate with the family and with you, of course.

Offense	Description	District Discipline Policy
<b>Threat causing fear of harm</b>	Physical, verbal, written or electronic action which immediately creates a fear of harm, without displaying a weapon and without subjecting the victim to actual physical attack.	Exclusion from activities to suspension depending on severity, if repeat offender or if it is against a staff member
<b>Physical attack/harm</b>	Intentionally touching or striking another person against his or her will; or intentionally causing bodily harm to an individual.	Exclusion from activities to suspension depending on severity, if repeat offender or if it is against a staff member
<b>Weapon, Simulated</b>	Possession of articles that resemble, but are not, knives, guns, or other weapons.	Suspension up to Expulsion depending on the number of occurrences for that student.
<b>Weapon, Dangerous</b>	Any weapon, device, instrument, material or substance which under the circumstances in which it is used, attempted to be used, or threatened to be used, is readily capable of causing death or serious physical injury.	Expulsion



<b>Intimidation</b>	Forcing or discouraging an action by creating fear; extortion	Conference with parents up to suspension depending on the number of occurrences.
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**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
<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 acknowledgement 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>	John Ferraro
<b>September</b>	Positive acknowledgement system	Climate Team
<b>October</b>	Form PBIS Work Group SIT Team training	Regina Sun Anna Jablonski
<b>November</b>	PBIS Work Group formed into three sub groups to work on Common Area Expectations, Positive Reward System and Behavioral Rubric	Climate Team
<b>December</b>	Continue Work Group sub groups	Climate Team
<b>January</b>	Continue Work Group sub groups	Climate Team
<b>February</b>	Present draft of sub group work to the staff for input	Climate Team
<b>March</b>	Prepare lesson plans for roll out of Common Area Expectations for staff to use in their classrooms	Climate Team
<b>April</b>	Roll out of Hallway and Cafeteria Expectations	Climate Team
<b>May</b>	Review of School Climate Plan/Staff Handbook	John Ferraro
<b>June</b>	Sub group of Climate Team will meet to plan PD for staff for the following school year.	Climate Team

**CLASSROOM PROCEDURES (1.8)**

As per PAT contract every teacher will have a classroom management plan. Classroom management plans will be due to administration the day before back to school night. A sample plan is provided below; PD time will be provided in the first two weeks of school



The Classroom Management Plan template, covers the essential feature of effective classroom management: Structure, teaching expectations, acknowledging positive behaviors, correcting misbehaviors.

Teachers complete plans and stored in the main office.

**Guest Teacher Support System**

Guest teacher folders/plans are stored in classrooms.

**FEEDBACK AND ACKNOWLEDGEMENT SYSTEMS (1.9)**

Research shows that when staff “catches” students exhibiting appropriate behaviors, those behaviors will increase and misbehaviors will decrease. Specific praise is extremely important in increasing the reoccurrence 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:

- Cougar Paw

**Acknowledgement Matrix**

Type	What	When/Where	Who Gives Them?
<b>Immediate/ High frequency</b>	Kids: Discretion of classroom teacher	Classroom & Common areas	All Staff
<b>Redemption of immediate/ High Frequency</b>	Kids: Discretion of classroom teacher		
<b>Long term SW Celebrations</b>	Kids: Discretion of classroom teacher	Classroom & Common areas	Teachers

**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>September</b>	August 27th-September 30th	During grade level PLC’s, staff will have the opportunity to examine disaggregated behavior data. In addition, the PBIS team will also be looking at behavior data and meeting with teams/individuals to discuss, as appropriate.
<b>January</b>	January 4th-January 8th	
<b>April</b>	March 28th-April 1st	
<b>June</b>	School Climate Survey	



**PLAN FOR FAMILY, STUDENT AND COMMUNITY INVOLVEMENT (1.11)****Schedule for family involvement activities**

These list the events for 19-20. They will be similar in 20-21 depending on Virtual Learning, and posted on the Beverly Cleary website, PTA website and be communicated through various channels and calendars.

<b>Date</b>	<b>Topic &amp; Group</b>	<b>Activities</b>	<b>Organizer</b>
<b>9/15</b>		Ice cream social Back to school nights Kindergarten picnic New family picnic Coffee Chat PTA Meeting Counselor talks: suicide prevention	PTA/School
<b>10/15</b>		Coffee Chat Walk and bike to school day Passport club PTA off campus social Book fair Middle school dance Spookarama Spirit Week	PTA/School
<b>11/15</b>		Coffee Chat Passport club PTA meeting Civil War spirit day Counselor talk: technology	PTA/School
<b>12/ 15</b>		Coffee Chat Passport club Family craft night Fall garden clean up Middle school dance Holiday assembly	PTA/School
<b>1/16</b>		Coffee Chat Passport club	PTA/School



		<p>PTA meeting</p> <p>Middle school information night</p> <p>Middle school play</p>	
<b>2/16</b>		<p>Coffee Chat</p> <p>Passport club</p> <p>3rd grade play</p> <p>Choir concert</p> <p>Band concert</p> <p>No-one eats alone</p> <p>No name calling week</p> <p>Project second wind</p> <p>Connect to Kindergarten</p> <p>Battle of the Books</p> <p>PTA game night</p>	PTA/School
<b>3/16</b>		<p>Coffee Chat</p> <p>Passport club</p> <p>PTA meeting</p> <p>Read across America day</p> <p>Science Fair</p> <p>Middle school dance</p>	PTA/School
<b>4/16</b>		<p>Coffee Chat</p> <p>Passport club</p> <p>Auction</p> <p>Spirit week</p> <p>DEAR day (Beverly Cleary's birthday)</p> <p>PTA off campus social</p> <p>Rummage sale</p> <p>Middle school play</p> <p>Earth day garden clean up</p> <p>Day of silence</p>	PTA/School
<b>5/16</b>		<p>Coffee Chat</p> <p>Passport club</p> <p>PTA meeting</p> <p>Middle school dance</p> <p>Talent show</p>	PTA/School





		Garden clean up	
6/16		Rose Parade Field day Staff/Student volleyball game Promotion 8th grade picnic	PTA/School

**Plan for Student Involvement**

**Beverly Cleary New Student/Family Plan**

The counselors meet with new students to welcome and orient them to school. Classroom teachers do a variety of activities to welcome students to the classroom. PTA hosts several social events for new families to get to know other Beverly Cleary families.

**TIER I EVALUATION**

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

**DISCIPLINE DATA (1.12)**

**Tiered Fidelity Inventory (TFI)** guides the action planning for the implementation of positive school climate.

- Assessment component is completed three times a year in September, January and May
- A score of 80% or better indicates a well-implemented tier
- The TFI action plan is revisited on a monthly basis

**School Climate Survey (SCS)** determines the status of specific building-wide school climate initiatives and issues (Core Values, Student Voice, Specific CR-PBIS Initiatives--ex: acknowledgement tickets)

- Completed three times a year (September, January, May) by all students (grades 3-5)
- Reviewed by School Climate Team and shared with staff, students and families. Used to monitor and adjust climate initiatives.

