
Beverly Cleary School Climate Handbook

Beverly Cleary Expectations

Be Safe

Be Respectful

Be Responsible

2022-2023

Beverly Cleary's Mission:

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.

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WHAT IS SCHOOL CLIMATE?

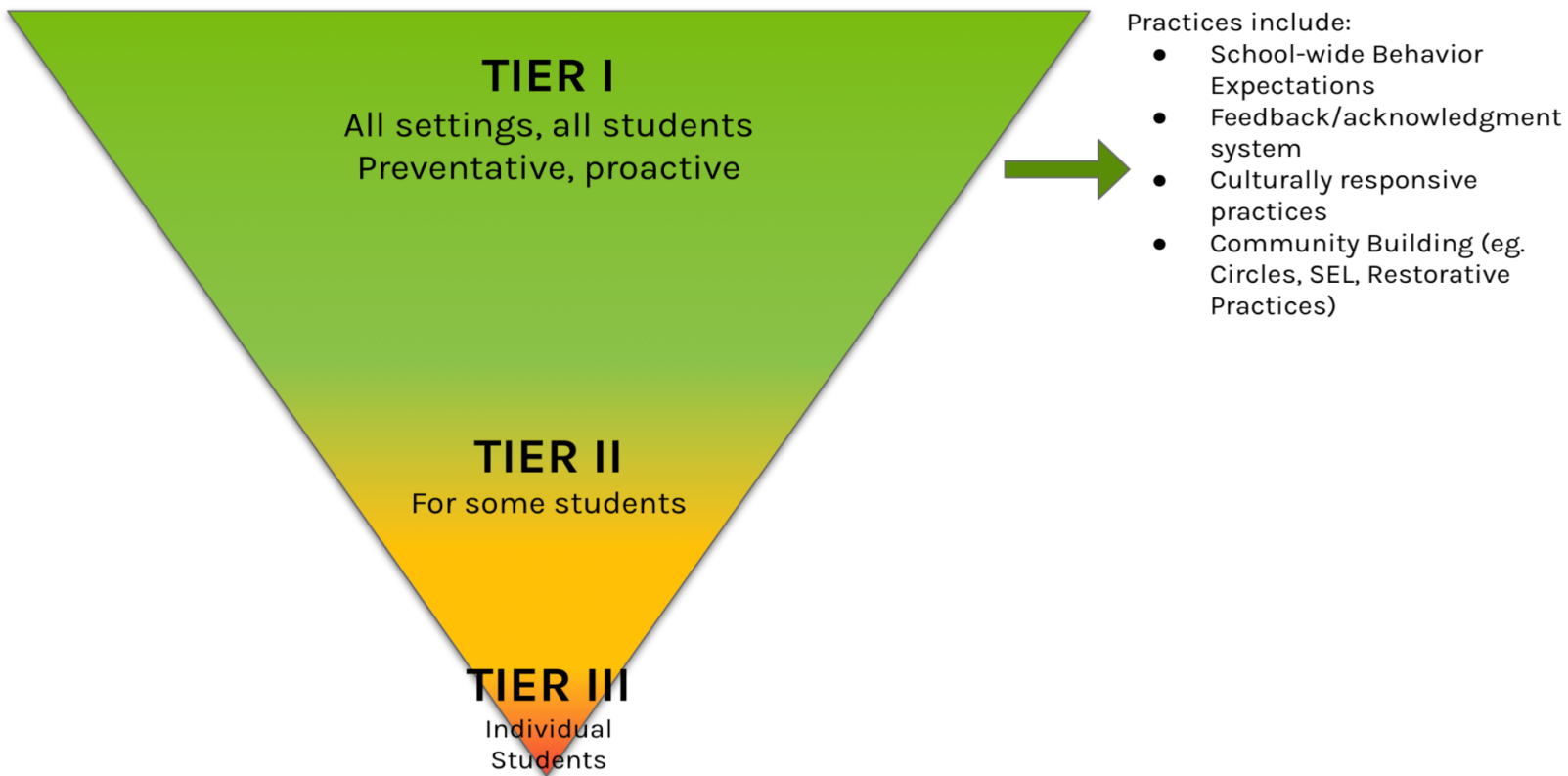
MULTI-TIERED SYSTEMS OF SUPPORT

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 and [\[empathy interviews &/or surveys\]](#) 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 his or her highest potential.

Beverly Cleary 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](#))

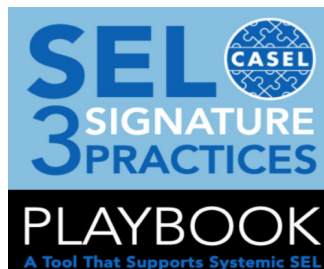
In PPS, we embrace Transformative SEL—which is a form of SEL implementation that concentrates SEL practice on transforming inequitable settings and systems, and promoting justice-oriented civic engagement.

“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)
Climate/ILT Representative			
Administrator	Principal Ferraro / AP Regina Sun		
Family Member			
Behavioral Expertise	Sarah Clark/MTSS TOSA		
Coaching Expertise			
Knowledge of Academic/ Behavioral Patterns	Liz Kobs/Counselor Anna Jablonski/Counselor Samantha Lannom/Counselor		
Knowledge of School Operations/Programs	Kevin Hilyard/Teacher Maryam Lee/Teacher Tracy Christensen/Teacher Ingrid Dahl/Teacher		
Student (for HS)	Student Leadership		

Climate Team Meeting Schedule

Month	Date/Time	Room	Topic/Assessment
August	August	125	
September	16/3:30	Virtual	Tiered Fidelity Inventory (TFI) Assessment & Action Plan Last year's Discipline Data Review
October	21/3:30	Virtual	Monthly Discipline Data Review
November	18/3:30	Virtual	Monthly Discipline Data Review
December	16/3:30	Virtual	Monthly Discipline Data Review
January	20/3:30	Virtual	Tiered Fidelity Inventory (TFI) Assessment & Action Plan
February	17/3:30	Virtual	Monthly Discipline Data Review
March	17/3:30	Virtual	Monthly Discipline Data Review



April	21/3:30	Virtual	Monthly Discipline Data Review
May	19/3:30	Virtual	Tiered Fidelity Inventory (TFI) Assessment, Action Plan & Review/Update Climate Handbook
June	TBD	TBD	Planning for rollout next year



Meeting Agenda:

- Climate Team meetings [minutes] will be available for the community to review
- Climate Team Minutes
<https://docs.google.com/document/d/1pHhFIZMN-Mv67nllp5MFITaVZvYI61AyKh14Ph9I3sY/edit>.
- 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:

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

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 Beverly Cleary ensure that our school values are inclusive and affirming.

These school values are important for the Beverly Cleary school community, because these are the qualities that help students be successful in life. Our students need to understand and exercise Beverly Cleary 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 {Put YOUR school's common area expectations matrix here}



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

[\[Click here for Common Area Expectations Samples\]](#)

TEACHING EXPECTATIONS (1.4)

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

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, 2021: Teams ensure that school staff understand that all students need explicit teaching about co-constructed expected behavior at school.*
January 3-January 7, 2022: Teams ensure that school staff understand that all students need explicit teaching about co-constructed expected behavior at school.*
March 28-April 1, 2022: Teams ensure that school staff understand that all students need explicit teaching about co-constructed expected behavior at school.*
As indicated by Beverly Cleary discipline data 2021-2022

Active Supervision (See Link Below)

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. This includes acknowledging positive behaviors and actions, scanning for potential growth areas, modeling and supporting regulation strategies, and using restorative practices to reduce and repair harm.

https://docs.google.com/document/d/1Qpulingvt05gxqE_LPpC37Mth-LVd0fRcc-BhqyQrw2k/edit

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

PREVENTION	Classroom Community Building/Tier 1 Supports		
P R E V E N T I O N	<p>Staff responsibility for all students:</p> <ul style="list-style-type: none"> -Greet students for a daily positive initial interaction -Post school-wide values and expectations in classrooms and common areas -Explain and practice the expectations and review them throughout the year -Acknowledge positive student behavior with PAWS -Differentiated instruction for all students and specific supports for focal students -Build positive relationships and remain knowledgeable about students' lives -Classroom community activities embedded in daily routine -Providing leadership opportunities for students by assuming classroom responsibilities to become positive role models -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) 		
	Stage 1 Discipline Referral	Stage 2 Discipline Referral	Stage 3 Discipline



<p>Managed by teacher in classroom (Behavior does not warrant an office visit)</p>	<p>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>Referral Immediate administrative assistance (Student goes to office)</p>
<p>B -Bothering/pestering E -Cheating H -Damaging property A -Excessive talking V -Line cutting I -Mild defiance O -Mild cursing R -Not following directions -Play fighting -Pushing or shoving -Minor physical behavior -Running in the building -Taking other's property -Teasing/putdowns</p> <p><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></p>	<ul style="list-style-type: none"> -Extreme abusive/inappropriate language -Class cutting/leaving without permission -Deliberate misuse of property -Display of offensive/inappropriate material (i.e. racist or vulgar) -Disruptive conduct that interferes with learning (i.e. angry outbursts, arguing, or negative comments) -Indecent/obscene gesture -Insubordination -Harassment (verbal) -Intimidation -Non-compliance with disciplinary action -Inappropriate physical contact -Cheating/plagiarism -Possession of prohibited item -Possession of stolen property -Technology use violation -Minor vandalism 	<ul style="list-style-type: none"> -Alcohol/drug -Arson or attempted arson -Assault/menacing -Battery -Burglary -Extortion -False fire alarm/bomb threat -Fighting -Firecrackers/explosives -Harassment or bullying based on: disability, gender/sexual identity, race, color, national origin, other -Hazing -Indecent exposure -Robbery -Theft; major -Threat of violence -Tobacco, use and/or possession -Vandalism: major -Weapons

<p>Stage 1 Managed by teacher in classroom (student remains in class)</p>	<p>Stage 2 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>Stage 3 Immediate administrative assistance (student removed from class)</p>
<p>R Teacher responsibility: E -Formal verbal warning about specific behavior prior to written documentation S -Selecting an intervention(s) for targeted behaviors for classroom intervention/support P -Parent contact O -Completed Stage 1 behavior documentation N -Teacher enters Stage 1 in Synergy</p>	<p>Teacher responsibility: -Appropriate classroom intervention -Selecting an intervention(s) for targeted behaviors/staff interventions -Parent contact/conference Administrator responsibility: -Consult with teacher about behavior -Investigation/conference with student if requested by teacher and/or the situation warrants further investigation Potential consequences (determined)</p>	<p>Administrator responsibility: -Consult with teacher -Investigation/conference with student(s) -Immediate parent contact Potential consequences: -Determined by administrator according</p>



		on a case by case basis): -Structured recess -Loss of privilege	to Student Rights and Responsibilities Handbook
S U P P O R T S	What the teacher is doing <i>with</i> the student to promote positive student behaviors. -Re-teach/model/practice expected behaviors -Review the rule with the student -Change seating -Reminders of expectations -Change teacher proximity -Loss of privilege -Positive reinforcement before/during/after -Time out in classroom calming area -Think sheet -Apology/letter -Restorative chat -Counselor consult	What the school is doing <i>with</i> the student/family to promote positive student behaviors. -Stage 1 supports -Student Intervention Team -Daily classroom behavior tracking sheet -Visual schedule/cues -Access to a calming area -Check-in/Check-out (CICO) -Social stories -Parent conference with administrator -Restorative process	What the school is doing <i>with</i> the student/family to promote positive student behaviors. -Student Intervention Team -Check-in/Check-out (CICO) -Safety plan -Restorative process -Parent conference with administrator
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)

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 15..
2. Teachers share their Classroom Management Plan with parents at Back to School Night
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.

Stage 1 referrals are kept by the teacher. A link to Stage 2/3 referral form can be found on the BCS Canvas site.

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 K-8) to the office with a Think Sheet (Link to Think Sheets:https://portlandpublic.instructure.com/courses/43026/modules#module_147630) 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
Threat causing fear of harm	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
Physical attack/harm	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
Weapon, Simulated	Possession of articles that resemble, but are not, knives, guns, or other	Suspension up to Expulsion depending on the number of



	weapons.	occurrences for that student.
Weapon, Dangerous	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
Intimidation	Forcing or discouraging an action by creating fear; extortion	Conference with parents up to suspension depending on the number of occurrences.

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 	John Ferraro
September	Positive acknowledgement system	Climate Team
October	Form Climate Work Group SIT Team training	Regina Sun Anna Jablonski
November	Working on community building activities	Climate Team
December	Continue Work Group sub groups	Climate Team
January	Continue Work Group sub groups	Climate Team
February	Present draft of sub group work to the staff for input	Climate Team
March	Prepare lesson plans for roll out of Common Area Expectations for staff to use in their classrooms	Climate Team
April	Roll out of Hallway and Cafeteria Expectations	Climate Team
May	Review of School Climate Plan/Staff Handbook	John Ferraro
June	Sub group of Climate Team will meet to plan PD for staff for the following school 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.

Review of Effective Classroom Practices Plans are available upon request.

Folders have been created for Guest Staff members and are provided to them upon check in at the main office. The folders include behavior management information, emergency procedures, attendance sheets and other pertinent information to assist them in having a successful day.

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:

- BCS utilizes the Cougar Paw system for school side acknowledgements
- Cougar Paws are provided to reinforce positive behavior for individual and groups of students
- Students turn in the Cougar Paws to a collection location in the classroom
- Teachers randomly draw Cougar Paws on Fridays for prizes/special privileges
- Classroom Cougar Paws are turned in on Fridays to the office for grade level drawings for prizes at lunch time by the administrator.



Acknowledgement Matrix

Type	What	When/Where	Who Gives Them?
Immediate/ High frequency	Kids: Cougar Paws Adults: All staff	Classroom & Common areas	All Staff
Redemption of immediate/ High Frequency	Kids: TBD Adults: Classroom Teachers		
Long term SW Celebrations	Kids: Assemblies, Drawings/Wheel Adults: Climate Team	Kids: Monthly assemblies?, Weekly drawings Adults: Climate Team	Teachers, Cafeteria duty staff
Continued Excellence Programs	Kids: Adults: Climate Team	Kids: Walking Field Trips, Intermittent free dress, end of the year field trip Adults: Climate Team	Students apply for program

[\[Click here for sample Feedback & Acknowledgement Systems\]](#)

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	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.
January	January 3-January 7	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.
April	March 28-April 1	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.
June	School Climate Survey	

PLAN FOR FAMILY, STUDENT AND COMMUNITY INVOLVEMENT (1.11)

Schedule for family involvement activities

Date	Topic & Group	Activities	Organizer
9/15		Ice cream social	PTA/School



		<p>Back to school nights</p> <p>Kindergarten picnic</p> <p>New family picnic</p> <p>Coffee Chat</p> <p>PTA Meeting</p> <p>Counselor talks: suicide prevention</p>	
10/15		<p>Coffee Chat</p> <p>Walk and bike to school day</p> <p>Passport club</p> <p>PTA off campus social</p> <p>Book fair</p> <p>Spookarama</p> <p>Spirit Week</p>	PTA/School
11/15		<p>Coffee Chat</p> <p>Passport club</p> <p>PTA meeting</p> <p>Counselor talk: technology</p>	PTA/School
12/15		<p>Coffee Chat</p> <p>Passport club</p> <p>Family craft night</p> <p>Fall garden clean up</p> <p>Holiday assembly</p>	PTA/School
1/16		<p>Coffee Chat</p> <p>Passport club</p> <p>PTA meeting</p> <p>Middle school information night</p> <p>Middle school play</p>	PTA/School
2/16		<p>Coffee Chat</p> <p>Passport club</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
3/16		<p>Coffee Chat</p>	PTA/School



		Passport club PTA meeting Read across America day Science Fair	
4/16		Coffee Chat Passport club Auction Spirit week DEAR day (Beverly Cleary's birthday) PTA off campus social Rummage sale Middle school play Earth day garden clean up Day of silence	PTA/School
5/16		Coffee Chat Passport club PTA meeting Talent show Garden clean up	PTA/School
6/16		Rose Parade Field day Staff/Student volleyball game Promotion 8th grade picnic	PTA/School

Beverly Cleary 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 (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):

<https://drive.google.com/drive/folders/1sISxFFfctbFKbHxmTjDYIESW5ZYFG1rB>



Appendix

School: Beverly Cleary School Climate (CR-TFI) Action Plan

Date:

<https://docs.google.com/document/d/1F-YNF6CzpCJEgDb0tqVkyC3-UjbjqNhFGCUAAQ3LwDQ/edit>



HALLWAY

We are Respectful	We are Responsible	We are Safe	We are Kind
<ul style="list-style-type: none"> • Voice Level: K-5: 0 • Voice Level: 6-8: 0-2 	<ul style="list-style-type: none"> • Walk with purpose 	<ul style="list-style-type: none"> • Face forward • Walk on the right • Hands and feet to self 	<ul style="list-style-type: none"> • Greet others with a friendly smile

Objective of Lesson:

Students will understand and demonstrate respectful, responsible, and safe hallway behavior.

Teach:

- Gather class, whole group, direct instruction share the Hallway Expectations
- Show poster

Model:

- Model desired behavior in classroom

Practice:

- Line class up and practice walking in the hall.
- Practice walking up and down stairs
- Continue correct hallway behavior until all students performing

**Middle school teachers, please remind students this also applies to passing time (right side of stairs)*



BATHROOM

We are Respectful	We are Responsible	We are Safe	We are Kind
<ul style="list-style-type: none"> • Voice Level 1 • Respect Privacy 	<ul style="list-style-type: none"> • Go. Flush. Wash. Leave. • Clean up after yourself 	<ul style="list-style-type: none"> • Wash your hands 	<ul style="list-style-type: none"> • Wait your turn

Objective of Lesson:

Students will understand and demonstrate respectful, responsible, and safe bathroom behavior.

Teach:

- Gather class, whole group, direct instruction share the Bathroom Expectations
- Show poster

Model:

- Model desired behavior in classroom

Practice:

- Take your class to the bathrooms in the building and point out the bathrooms they can use
- Send students in for practice. Go. Flush. Wash. Leave.

**Middle school teachers, please remind students to leave their cell phones in the classroom*



PLAYGROUND

We are Respectful	We are Responsible	We are Safe	We are Kind
<ul style="list-style-type: none"> • Voice Level 4 	<ul style="list-style-type: none"> • K-3 use Kelso's Wheel & 4th/5th use KC's Choice to solve problems first • 6-8 seek help appropriately 	<ul style="list-style-type: none"> • Safe hands and feet • Stay where an adult can see you and follow adult directions 	<ul style="list-style-type: none"> • Include others, take turns and share • Treat others the way you want to be treated

Objective of Lesson:

Students will understand and demonstrate respectful, responsible, and safe playground behavior.

Teach:

- Gather class, whole group, direct instruction share the Playground Expectations
- Show poster

Model:

- Take your class on a 'walking field trip' to your school playground. Model safe playground play.
 - Examples: Teacher or call on a student to model as the rest of the class observes.
 - Slide (down only)
 - Waiting in line for wall ball etc.



- tag/chase games on field/blacktop rather than bark chips/play structure

Practice:

- Have a short recess with your class, observe positive playground play

WATER DISPENSERS

We are Respectful	We are Responsible	We are Safe	We are Kind
<ul style="list-style-type: none"> ● Voice Level 0 ● Wait patiently 	<ul style="list-style-type: none"> ● Take 1 cup ● Fill. Drink. Place. 		

Objective of Lesson:

Students will understand and demonstrate respectful, responsible, and safe water dispenser behavior.

Teach:

- Gather class, whole group, direct instruction share the Water Dispenser Expectations
- Show poster

Model:

- Model desired behavior in classroom. Fill. Drink. Place

Practice:

- Take your class on walking field trip to the nearest water dispenser.
- Ask each student to practice. Fill. Drink. Place.



Office Expectations (pending input from Office staff at both campuses and approval)

We are Respectful	We are Responsible	We are Safe	We are Kind
<ul style="list-style-type: none"> • Voice Level 0 or 1 	<ul style="list-style-type: none"> • Wait patiently • Stay behind the counter 	<ul style="list-style-type: none"> • Keep your body still 	<ul style="list-style-type: none"> • Use polite words (good morning, please, thank you)

Objective of Lesson:

Students will understand and demonstrate respectful, responsible, safe and kind Office Expectations.

Teach:

- Gather class, whole group, direct instruction share the Office Expectations
- Show poster

Model:

- Model desired behavior in office.

Practice:

- Take your class on walking field trip to the nearest water dispenser.
- Ask each student to practice. “Good Morning, I need....” “Good Afternoon, My teacher asked me to....”

Gym Expectations (pending input from P.E. staff at both campuses and approval)



We are Respectful	We are Responsible	We are Safe	We are Kind
<ul style="list-style-type: none"> • Be a good winner AND loser 	<ul style="list-style-type: none"> • Keep food, drink and gum outside 	<ul style="list-style-type: none"> • Follow directions 	<ul style="list-style-type: none"> • Have fun!

Objective of Lesson:

Students will understand and demonstrate respectful, responsible, safe and kind Gym Expectations.

Teach:

- Gather class, whole group, direct instruction share the Gym Expectations.
- Show poster

Model:

- Model desired behavior in gym.

Practice:

- Take your class on walking field trip to the gym.
- Ask each student to practice



