



Beach K-8 School Climate Handbook

Our 4 B's:

Be Safe

Be Kind

Be Respectful

Be Responsible

2016-2017

Beach School Mission Statement

In collaboration with the community, all children will learn to their fullest social and academic potential to assume their rightful role as a participant of the lifelong learning community.

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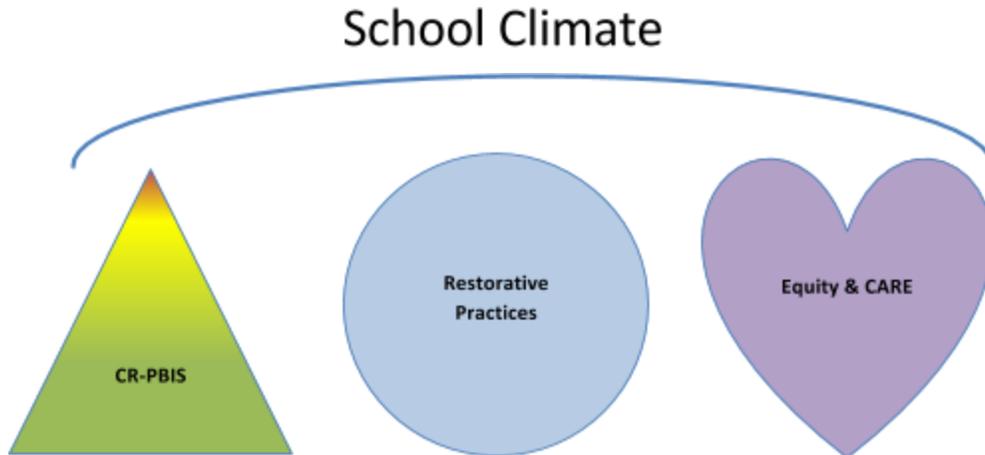
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WHAT IS SCHOOL CLIMATE?

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.
- Has a reward system that acknowledges students who demonstrate positive behaviors (such as Caught-ya cards given to students who are doing the right thing,
- Gives feedback on inappropriate behavior. PBIS does not do away with consequences; it just emphasizes them



less than positive behavior.

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*)

The Beach PBIS program is designed, taught, and reinforced based around three shared values:

1. **Be Safe:** Doing things that are physically and emotionally safe.
2. **Be Respectful:** Recognizing the worth and importance of self and others.
3. **Be Responsible:** Be dependable and trustworthy.
4. **Be Kind:** Show empathy by seeing, listening, & feeling with others.

Before you speak or act, THINK about the impact. Is it...

- True?
- Helpful?
- Inspiring?
- Necessary?
- Kind?

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.

Beach school aims to 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 students be reintegrated back in the learning community. To this end, we have adopted a disciplinary philosophy grounded in Restorative Justice while still abiding by PPS' Student Conduct & Discipline Guidelines.

Restorative justice in schools is an alternative discipline model with a focus on building student accountability while strengthening students and community relationships. Restorative justice helps reduce exclusionary practices, as well as decrease police and juvenile justice involvement. It is not a singular program or process; rather a philosophy and practice based on a core set of principles that emphasizes healing and repair over punishment, inclusion over exclusion, and individual accountability with a high level of community support. Restorative practices promote healthy school communities by changing behaviors, engaging community, creating safety, and ultimately decreasing dropouts and low graduation rates. Practices can be proactive and reactive, such as restorative inquiry, mediation, conferencing, dialogue, circling that are rooted in three fundamental underpinnings:

1. **Understanding the impact and repairing the harm:** Restorative practices focus on understanding the collective impact and repairing the harm associated with misbehaviors, establishing responsibility and meaningful accountability, and preventing future misbehaviors. Each process incorporates the following essential questions:
 1. What happened?
 2. Who was affected/impacted?
 3. What can be done to make things right?



4. What will keep things right?
5. How can others support you?
2. **Engaging community:** Restorative practices rely on building a web of relationships throughout the school community, including administrators, teachers, staff, school resource officers, students, family and community organizations that supports students to make responsible decisions and holds them accountable for misbehaviors. Community support could mean participation in a mediation or circling process or providing community service opportunities.
3. **Empowering all involved:** The primary function of restorative justice in schools is to reintegrate the students who has misbehaved as a productive member of the school community, rather than excluding the students and risking further separation, negative attitudes towards school and discontinuation of academic learning. It is also critical that for those impacted to have a voice in helping to define the harm or impact has been and how to repair it so they feel equally supported by the school community and also stay engaged as a member of the school community.

Equity/CARE

This handbook is intended to inform Beach 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	Laresa Beck (SMS)	Facilitator	
Administrator	David Jamieson	Data Analyst	Facilitator
Family Member			
Behavioral Expertise	Laresa Beck (SMS)	Minute Taker	Process Observer
Coaching Expertise	Stephanie McDonald	Time Keeper	Minute Taker
Knowledge of Academic/Behavioral Patterns	Katrina De Boer	Process Observer	Time Keeper
Knowledge of School Operations/Programs	Angie Harris Mika Hilbers		
Student (for HS)			

TIER I IMPLEMENTATION

Programmatic Supports for all Students

SCHOOLWIDE VALUES AND COMMON AREA EXPECTATIONS (1.3)

Our School Values

The Beach PBIS program is designed, taught, and reinforced based around three shared values:

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- Helpful?
- Inspiring?
- Necessary?
- Kind?

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 Beach 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 Beach School community, because these are the three things that help students be successful in life. Our students need to understand and exercise Beach’s 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.

Beach 4 B’s Behavioral Expectations

	Be Safe <i>Do things that are physically & emotionally safe for yourself & others.</i>	Be Responsible <i>Be dependable, trustworthy, & take ownership for your actions.</i>	Be Respectful <i>Recognize the worth & importance of yourself & others.</i>
Cafeteria	<ul style="list-style-type: none"> • Walk • Sit, with legs under the table • Keep hands and feet to yourself • Keep food to yourself 	<ul style="list-style-type: none"> • Clean up after yourself • Stay seated until you are excused • Keep food in cafeteria • Raise your hand if you need help 	<ul style="list-style-type: none"> • Use a level 1 or 2 voice • Respond to attention getting signal
Assemblies	<ul style="list-style-type: none"> • Enter and exit quietly • Stay seated in your personal space • Hands and feet to yourself 	<ul style="list-style-type: none"> • Participate as directed • Raise your hands to speak 	<ul style="list-style-type: none"> • Voice level 0 • Show appreciation with polite applause • Track the speaker with your eyes • Respond to attention getting signal
Hallways & Stairways	<ul style="list-style-type: none"> • Walk up and down the stairs • Stay on the right • Keep hands, feet, and objects to yourself 	<ul style="list-style-type: none"> • Use a hall pass when out of class • Put trash in trashcan • Walk directly to where you’re going 	<ul style="list-style-type: none"> • Voice level 0-1
Bathrooms	<ul style="list-style-type: none"> • Feet on floor 	<ul style="list-style-type: none"> • Ask permission from an adult & take pass • Go, flush, wash, leave • Put trash in trashcan 	<ul style="list-style-type: none"> • Voice level 0-1 • Give privacy to others
Playground	<ul style="list-style-type: none"> • Keep hands and feet to yourself • Stay within the red line • Go down slides with feet first • One on the slide at a time • Monkey bars are one-way only • Stay out of puddles • Tag in tag area only 	<ul style="list-style-type: none"> • Keep food in the cafeteria or classroom • Use equipment properly • Return equipment to its proper location • End game when whistle blows • Line up promptly when instructed • Pick up your belongings 	<ul style="list-style-type: none"> • Voice level 0-4 • Follow the Playworks rules of the game • Take turns • Rock it out! • Invite others to participate • Respond to attention getting signal • Let the plant and animal life grow
Office	<ul style="list-style-type: none"> • Sit in chairs 	<ul style="list-style-type: none"> • Show your hall pass • Wait your turn 	<ul style="list-style-type: none"> • Voice level 0-2 • Be polite: Say “excuse me”, “please” and “thank-you”
Bus	<ul style="list-style-type: none"> • Stay seated at all times 	<ul style="list-style-type: none"> • Get on and off at correct stop 	<ul style="list-style-type: none"> • Voice level 0-2



<ul style="list-style-type: none"> Keep the aisle clear of hands, feet, objects, and backpacks 	<ul style="list-style-type: none"> Keep food and drink in your backpack 	<ul style="list-style-type: none"> Follow driver's instructions
<h2 style="margin: 0;">Be Kind</h2> <p style="margin: 0;">Show empathy by seeing, listening, & feeling with others.</p>		
<p style="margin: 0;">Before you speak or act, THINK about the impact. Is it...</p> <p style="margin: 0;">TTrue?... Helpful?... Inspiring?... Necessary?... Kind?</p>		

<p>Universal attention getting-signal: "Give me 5" and students raise their hands in response.</p>	<p>Universal voice levels:</p>
<p>1 - Eyes are watching 2 - Ears are listening 3 - Voices are quiet 4 - Bodies are still 5 - Ready to listen</p>	<p>0 - Silent (no talking) 1 - Whispering 2 - Conversation (indoor voice) 3 - Loud talking (presentation - outdoor voice) 4 - Outside (outdoor voice)</p>

DEFINING STAGE 1, 2 AND 3 BEHAVIORS (1.5, 1.6)

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.

Beach K-5 School will utilize culturally proactive, inclusive, and responsive 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.

PROACTIVE & INCLUSIVE PRACTICES

The teacher builds an effective learning community by:

1. Greeting students at the door to welcome them and to have a positive initial interaction.
2. Creating community agreements with input from students that are posted and referred to regularly.
3. Explicitly teaching and clarifying [Beach's 4B's school-wide expectations](#) and/or classroom/activity behaviors you expect students to demonstrate.
4. Acknowledging and reinforcing on-task behaviors (3:1 ratio) by distributing Caught 'Ya cards or through other incentives/positive interactions (Class DoJo, etc).
5. Providing leadership opportunities for students both in the classroom and school wide.
6. Developing classroom routines & sticking with them, such as a warm up activity posted on the board to make the start of the lesson count.
7. Holding community building circles/activities regularly so students feel connected to the learning environment & each other.
8. 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 & space to redirect themselves).



9. Building positive relationships with students by connecting and checking in about life outside of school
10. Finding ways to make the curriculum relevant to students' lives (through their culture, language, interests, etc.) when appropriate.
11. Looking for opportunities where students can contribute and make choices in the curriculum when appropriate.

PPS DISTRICT BEHAVIOR DESCRIPTIONS

STAGE 1 BEHAVIOR OCCURS Managed by teacher (Student remains in class)	STAGE 2 BEHAVIOR OCCURS Referral that may wait for admin (Student remains in class, or is removed by teacher – short time, with work)	STAGE 3 BEHAVIOR OCCURS Immediate admin. assistance (Student is removed from class by Administrator)
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	Abusive/Profane language, Class cutting/leaving without permission (if student returns), Deliberate misuse of property, Display of patently offensive material, Disruptive conduct, Forgery, Gambling, Harassment: bullying, Inappropriate Contact, Physical, Inappropriate dress, Inappropriate use of technology, Indecent (obscene) gesture, Insubordination, Intimidation, Loitering, Off limits, Open defiance, Plagiarism/cheating, Possession of prohibited item, Possession/use of stolen property, Excessive Tardiness, Theft: minor, Threat of violence, Trespassing, Truancy, Vandalism: minor, Willful disobedience	Alcohol/drug, Arson or attempted arson, Assault/menacing, Battery, Bomb threat, Burglary, Class cutting/leaving without permission, 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

POSITIVE INTERVENTION OPTIONS & RESTORATIVE PRACTICES

<p>Teacher uses 3 Interventions from the following:</p> <ul style="list-style-type: none"> ● Restorative justice practices (inquiry questions, circles, etc.) ● Restitution ● Consult with SPED case manager, ELL teacher, psych, nurse ● Parent/teacher contact ● Reteach expectations ● Provide choices whenever possible ● Change seating ● Gentle reprimand ● Keep in proximity ● Pre-correction ● Private direction ● Time out (in class) ● Warning ● Sensitive use of humor 	<p>Teacher & Admin uses, implements, and/or supports:</p> <ul style="list-style-type: none"> ● Stage 1 interventions ● Restorative justice practices (inquiry, circles, etc.) ● Consult with SPED case manager, ELL teacher, psych, nurse ● Referral to Student Intervention Team ● Reset (out of class-less than 10 minutes) with written reflection ● Behavior contract ● Written agreements ● Identify "safe place" to cool off ● Parent/teacher/student/admin conference ● Parent/teacher conference ● Check-in/check-out routines with students 	<p>Teachers & Admin uses, implements, and/or supports:</p> <ul style="list-style-type: none"> ● Stage 2 interventions ● Restorative justice ● Consult with 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 DESCC
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<ul style="list-style-type: none"> ● Family contact ● Praise for taking responsibility ● Identify replacement behavior ● Redirect student privately ● Provide choice ● Modify/differentiate work ● Student Teacher conference ● Positive Teacher time 	<ul style="list-style-type: none"> ● Meaningful work/community service ● Quick Behavioral Assessment ● Interest inventory ● Daily progress report ● Identify peer/mentor/adult supports ● Based on the intervention options: Level 1: Conferences, Level 2: Interventions ● Detention 	
TEACHER'S ROLE		
<ul style="list-style-type: none"> ● Teacher implements appropriate Stage 1 positive interventions (see above) ● Teacher <i>may</i> complete Stage 1 Behavior Report online ● Teacher must contact family ● Teacher sends a copy of the Stage 1 report home (signature is optional) *only if using a paper referral form 	<ul style="list-style-type: none"> ● Teacher implements appropriate interventions ● Teacher <i>will</i> submit Stage 2 Behavior Report online to Admin, or paper copy. ● If necessary, teacher calls office and asks for Administrative assistance ● If student is removed from class, student must have work to do and report with context. ● Admin and teacher decide who will call family 	<ul style="list-style-type: none"> ● Teacher calls office and asks for Administrative assistance ● Teacher completes Stage 3 Behavior Report
ADMINISTRATOR'S ROLE		
	<ol style="list-style-type: none"> 1. Admin consults reporter/teacher about Stage 2 Behavior Report 2. Admin reviews possible actions (restorative or retributive) to take in consultation with PPS Student Rights and Responsibilities Handbook 3. Admin conducts investigation 4. Admin and/or teacher contacts families regarding possible actions (restorative) 5. If student is removed, reentry plan needed when possible. 6. 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"> 1. Admin picks up student and Stage 3 Behavior Report from classroom 2. Student does not return to class until conference with Administrator 3. Admin consults & follows up with reporter/teacher about Stage 3 Behavior Report the same day or next 4. Admin reviews possible actions (restorative) to take according to PPS Student Rights and Responsibilities Handbook



Student is reintegrated into the learning community