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# **Roseway Heights Middle School Climate Handbook**

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**Roseway Heights GETs it!**

**G**ive respect

**E**ngage daily

**T**ake responsibility

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2019-2020

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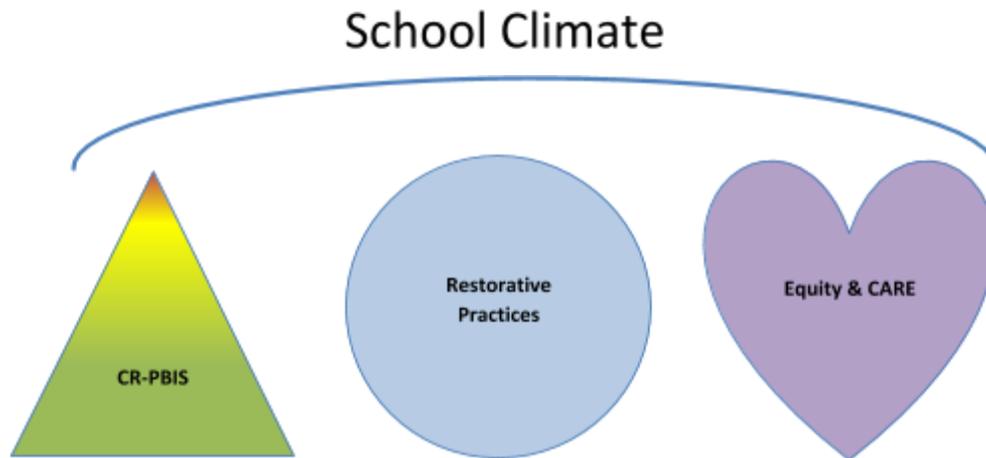
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## WHAT IS SCHOOL CLIMATE?

### 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***

This handbook is intended to inform Roseway Heights Middle School staff and community 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 racial equity 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.



## THE SCHOOL CLIMATE TEAM (TIER I)

### SCHOOL CLIMATE TEAM INFORMATION (1.1/1.2)

The School Climate Team meets on a monthly basis. Team members include: Coordinator, Administrator, Family member, member with behavioral expertise, member with coaching expertise, member with knowledge of academic/behavioral patterns, and member with knowledge of school operations/programs. Team roles include: Facilitator, Data Analyst, Note Taker, and Time Keeper.

### School Climate Team Meeting Topics

Month	Topic/Assessment
<b>August</b>	Classroom Management Plans Common Area Expectations- One area discussed per period Expectations Lessons Overview Community Circles/Caring School Communities Training
<b>September</b>	Tiered Fidelity Inventory (TFI) Assessment & Action Plan Common Area Observations
<b>October</b>	Monthly Discipline Data Review
<b>November</b>	Monthly Discipline Data Review
<b>December</b>	Monthly Discipline Data Review Plan January Re-teach
<b>January</b>	Monthly Discipline Data Review Review January Re-teach
<b>February</b>	Monthly Discipline Data Review
<b>March</b>	Monthly Discipline Data Review Tiered Fidelity Inventory (TFI) Assessment & Action Plan Plan April Re-teach
<b>April</b>	Monthly Discipline Data Review Review April Re-teach
<b>May</b>	Monthly Discipline Data Review
<b>June</b>	Planning for Rollout Next Year

#### Meeting Agenda:

- 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 EXPECTATIONS (1.3)

Our School Expectations are:

## Roseway Heights GETs it!

Give respect

Engage daily

Take responsibility

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 Roseway Heights Middle 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 Roseway Heights Middle School community because these are the five things that help students be successful in life. Our students need to understand and exercise Roseway Heights Middle School's expectations 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

	Office	Bathroom	Playground	Hallways	Cafeteria
Give respect	Consider the needs of others  Voice level 0-1	Give people privacy  Hands to self  Use level 1-2 voice	Share equipment  Take turns	Keep your hands to yourself  Kind words  Use level 1-2 voice	Wait your turn in line.  Keep your hands to yourself  Use level 1-2 voice
Engage daily	Be quick and get back to class	Be quick and get back to class.	Be inclusive	Get to class on time	Use your time wisely
Take Responsibility	Staff permission: bring a hall pass	Clean up after yourself  Staff permission: bring a hall pass	Good sportsmanship  Go to class when recess is over	Carry a hall pass when leaving your class  No food in the hallway	Clean up after yourself  Food stays in the cafeteria



**TEACHING EXPECTATIONS (1.4)**

**Yearly Schedule for Teaching Common Area Expectations**

Date
Beginning of the School Year: Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide.
After Winter Break: Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide.
After Spring Break: Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide.
As indicated by Roseway Heights’ discipline data

**Active Supervision for Roseway Heights Middle School Staff**

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. It also includes scanning for potential problems, diffusing them before they arise, and motivating students to do their best and monitor their own behavior. Student safety is our priority, Cell phone use for emergencies or supervision purposes only.

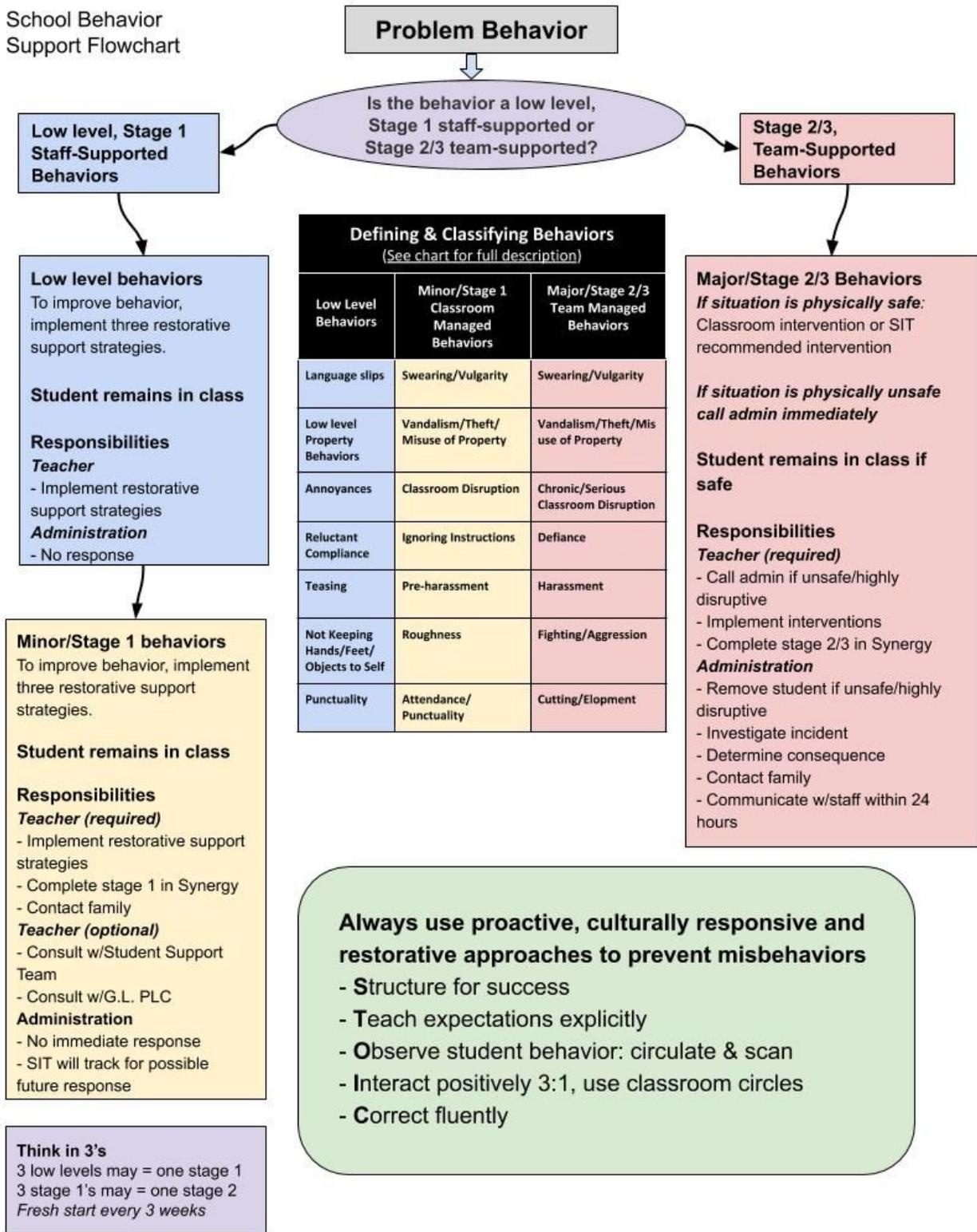
**DEFINING MINOR, STAGE 1 REPORTS, 2 AND 3 BEHAVIORS (1.5) AND DISCIPLINE POLICIES (1.6)**

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.

See graphic on page 8



School Behavior Support Flowchart



## PROFESSIONAL DEVELOPMENT (1.7) AND FACULTY INVOLVEMENT (1.10)

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.

The topics listed below are in addition to already planned professional development in the areas of racial equity, personalized lesson planning, instructional practices and differentiation.

Date	Topic
<b>August</b>	School climate orientation: <ul style="list-style-type: none"> <li>● Classroom management plans</li> <li>● Review of positive reinforcement systems</li> <li>● Revised CHAMPs posters</li> <li>● REACT training review (implicit bias)</li> <li>● School Climate Handbook review</li> <li>● Discipline Plan review</li> <li>● Discipline calibration</li> </ul>
<b>On-going Throughout the Year</b>	Social-emotional lessons during Advisory Review of disciplinary data during grade level PLC meetings Review of school-wide expectations Reward activities
<b>End of Year</b>	Review of School Climate Plan/Staff Handbook Grade level PLC discipline review

## 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 Open House. A sample plan is provided in the Appendix; 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.

## Guest Teacher Support System

Each teacher will need an easily accessible Guest teacher folder turned in to the office that includes an emergency lesson plan and information about accommodations/modifications for students.

## 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 re-occurrence of appropriate behaviors. Roseway Heights uses Roseway tickets aligned with the school values. All staff hand out the 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:

Tickets for recognition of positive behavior in common areas are distributed with verbal acknowledgement of specific behavior noticed. Students turn in their reward tickets to the office and participate in a drawing that is announced each Friday over the intercom. Additional school events will be designed to celebrate student accomplishments and build community. Feedback from student leadership and parent School Climate committee members will be gathered about current systems and planning for changes and improvements



***FACULTY INVOLVEMENT (1.10)***

Staff member representatives will participate on the School Climate Team. Staff members will review the Discipline Plan and School Climate Handbook annually.

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

**These groups meet monthly in addition to the activities below:**

- PTA Meetings
- Culturally Specific Groups
- Principal's Coffee
- Parents Increasing Equity
- Racial Equity Community Series
- Leadership Team

**Parent representatives serving on:**

- School Site Council
- School Climate Committee
- Leadership Team

**Schedule for family involvement activities**

See the Roseway Heights Middle School website.

**Plan for Student Involvement**

Input is gathered from student representatives on Student Leadership and through relationship building with students. A number of student groups were formed based on student input. Based on student interest, groups may include:

- Asian Student Alliance
- Black Student Alliance
- Gay Straight Alliance
- Latinx Student Organization
- Muslim Student Alliance
- Native American Student Organization
- Pacific Pride
- Student Newspaper
- Yearbook Club
- WEB (Where Everybody Belongs) Program
- Beyond Differences

**Roseway Heights New Students/Family Plan**

New families will receive a tour of the school upon enrolling. They will be approached about their communication preference for school information and asked to fill out a "get to know you" questionnaire. A checklist will be developed for procedures to follow should a new student arrive in the middle of the school year.



### ***Data Practices Tier 1 (TFI 1.13-14)***

Synergy and the Schoolwide Implementation System (SWIS) are used to regularly review student disciplinary data. Common area data is reviewed by the School Climate Team on a monthly basis, and grade level Professional Learning Communities (PLCs) review individual student data and grade level data on a quarterly basis. Interventions are determined based on disciplinary data and Universal Screener results. Data is intentionally examined using a racial equity lens.

### ***TIER I EVALUATION (TFI 1.14)***

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

**Culturally Responsive- Tiered Fidelity Inventory (CR-TFI) (TFI 1.14)** guides the action planning for the implementation of positive school climate.

- Assessment component is completed two times a year in September and April
- A score of 70% or better indicates a well-implemented tier
- The TFI action plan is revisited on a monthly basis

### ***Tier 1 Yearly Report to Stakeholders (TFI 1.15)***

Community members are informed of CR-PBIS work through a letter sent home in August. In addition, during a Principal's Coffee the CR-PBIS system will be explained and data shared with families. Disciplinary data will be shared multiple times throughout the year with parent racial affinity groups, PTA meetings, and during other community events.

