da Vinci Arts Middle School
School Climate Handbook

Tier 1

da Vinci Expectations:

Be Safe, Be Fair, Be Friendly

da Vinci Character Traits:

Compassion

Courage

Creativity

Integrity

Perseverance

2022-23*

*THIS SCHOOL CLIMATE HANDBOOK is a living document under ongoing development by the da Vinci community in order to meet state (HS Bill 2192) and PPS district School Climate mandates rolled out initially in the 2015-16 school year. da Vinci is a vibrant middle school arts-focus community, and we recognize that this document can only go so far in communicating the dedicated efforts we make in always striving to embody and sustain a warm, welcoming, creative and nurturing school climate and culture for our students, staff, and families. Feedback and community involvement are most appreciated. Make a Comment for review by school and district Climate Teams by selecting the Comment button at top right.

Mission Statement

*It is the mission of da Vinci Arts Middle School
to assist our students to reach their full academic and artistic potential
and prepare them to lead satisfying, creative lives
in which they will continue to learn and grow.*

Vision Statement

The da Vinci Arts Middle School will seek innovative ways to integrate the arts throughout the curriculum, provide focused arts instruction, and create a rich and inquiry-based learning environment with high standards of academic excellence.

We will provide a safe, supportive, and nurturing environment that encourages our diverse student body to take the risks necessary to reach their personal, artistic, and academic potential and to become leaders in the community.

We will remain committed to enriching the Portland community by creating a diverse and active home for artists, lovers of art, creative students, and their families.

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School Climate

School climate includes CR-PBIS *Culturally Responsive Positive Behavioral Interventions & Supports* and *Restorative Practices* with the lens of racial *Equity* and practices of CARE (Collaborative Action Research for Equity) explicitly called out and woven in. This handbook is intended to inform da Vinci Arts Middle School 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 include eliminating racial disproportionality in exclusionary discipline.
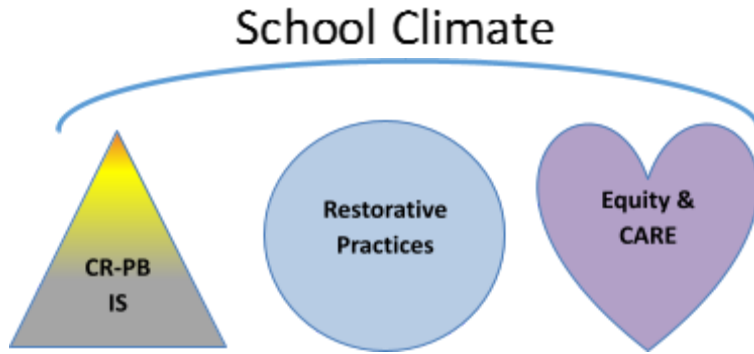
CR-PBIS

CR-PBIS (Culturally-Responsive Positive Behavioral Interventions & Supports) uses data and best practices 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 expectations. Examples may be acknowledgement tickets, 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 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*).
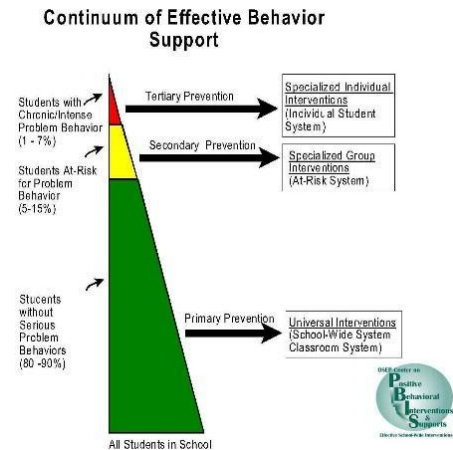
Restorative Practices

Restorative Practices, also referred to as Restorative Justice and/or Restorative Discipline, 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?

As stated by Resolutions Northwest (a PPS restorative practices partner and da Vinci professional development resource and provider), "Restorative Justice is about relationships…building, maintaining, and repairing relationships to form healthy, supportive & inclusive communities. When we do things that impact others and create harm in the community, it is our individual and collective responsibility to make things right. Restorative Practices help create spaces that hold us accountable in supportive and inclusive ways. In a school context, Restorative Justice is about:
- Creating a culture of relationships and building safe school climates
- Developing social and emotional skills
- Creating time and space for people to build community and make things right
- Unpacking our personal backpacks so we can be inclusive teachers and focused learners"

Restorative Practices, inspired by Restorative Justice, include repairing harm done to relationships over assigning blame and dispensing punishment and also incorporate a multi-tiered prevention and intervention approach. As districts, cities, and states across the country are shifting their schools to embrace a restorative paradigm over that of a historically retributive model, more and more is being researched and written regarding its effectiveness. For a deeper dive into restorative practices, please follow the provided links or come into the school to chat with our administration or counselor about our alignment with restorative philosophy and the positive outcomes we have seen since our initial implementation in 2013-2014.
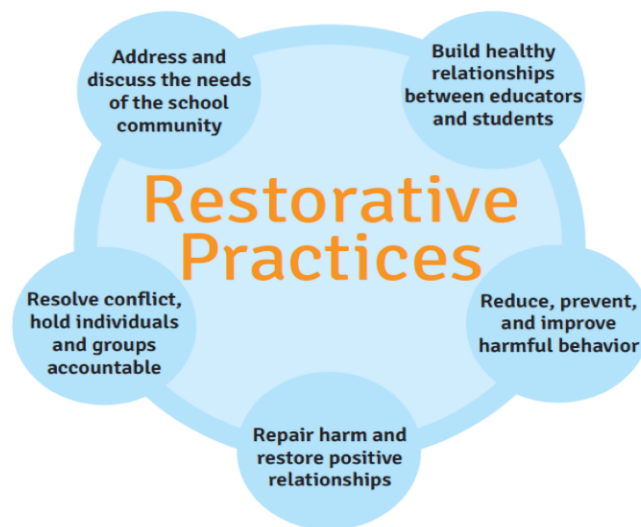
Equity/CARE

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. For more information regarding our CARE inspired work, our principal, Ms. Davis, welcomes inquiries.

"Every single day affords us opportunities to inspire our students. Once a student has that 'aha' moment, a light goes on and a hunger for learning takes hold.

"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
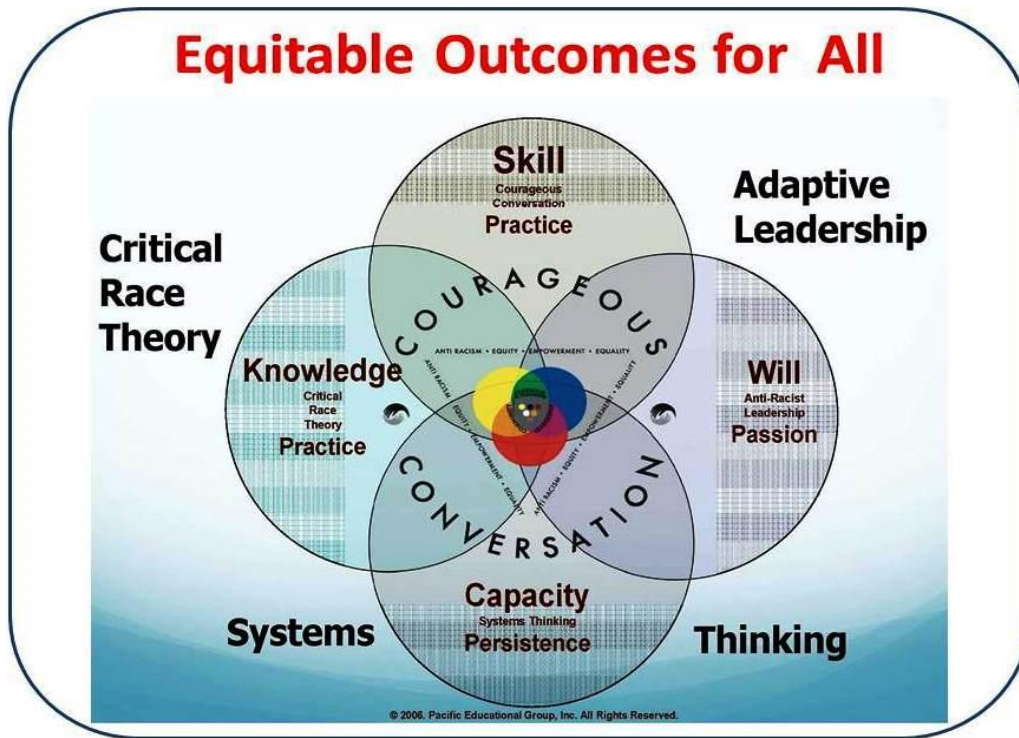
School Climate Team (supporting Tier 1 - TFI 1.1/1.2)
(2022-23 Team composition below. We will maintain the target goal that the School Climate Team will represent our student and community demographics and support diverse voices. Decisions regarding Team membership will be finalized in the fall of each year to ensure equitable access for all interested members of the current community).

2022-23 da Vinci's staff Climate Team members include:

Team Member	Name	Primary Meeting Role (ie Facilitator, Data Retrieval/Presentation, Data Analyst, Minute Taker, Communications-Role)	Backup Meeting Role (Facilitator, Data Retrieval/Presentation, Data Analyst, Minute Taker)
Coordinator 2022- to present	Margarita Wilson	Roles rotation based on session, often facilitator, data-role & minute taker	Roles rotation based on session, often data-role
Admin Rep & PPS Climate	PPS TOSA	Roles rotation based on session, often facilitator,	Roles rotation based on session, often data-role

Team roll-out Coordinator		data-role & community communications	
Family Member	TBD	Roles rotation based on session, often facilitator,	Roles rotation based on session, often minute-taker
Behavioral Expertise	TBD	Roles rotation based on session, often data-role	Roles rotation based on session, often facilitator
Coaching Expertise	TBD	TBD	TBD
Knowledge of Academic & Behavioral Patterns	School Counselor: School Psychologist:	Roles rotation based on session, often facilitator & minute-taker	Roles rotation based on session, often data retrieval, presentation & analyst
Knowledge of School Operations/ Programs	Lorna Fast Buffalo Horse, Senior Director	Roles rotation based on session	Roles rotation based on session
Student(s)	TBD	Student Climate & Culture Students playing an active leadership role in community climate efforts (activities & multiple lunch meetings with C&C Team members) & invited to attend four after-school Climate & Culture Team meetings to represent student voice.	

Climate Team Meeting Schedule 2022-23 (TFI 1.2)

It is our intent to hold Climate Team meetings within our after-school staff meeting schedule, consistently, once a month, simultaneously with the three other Leadership Teams (Equity/CARE, Safety, and AVID), enabling cross-over opportunities and inclusion of additional stake-holder voice. Climate Team composition each year will inform specific agenda, roles, and possibly meeting dates. In addition to these 1.5 hour meetings, Climate Team staff members are provided hour-long after-school planning meeting sessions, as possible, also within our weekly staff meeting schedule. Student Climate Team & Site Council members are invited to multiple lunch-time meetings each month with the assistant principal.

Month	Date/Time	Room	Topic/Assessment
August 30	Inservice	204	➔ Culturally Responsive Student Management ➔ Update District Systems and Language ➔ Staff Expectation calibration/Start of School Year (School Wide Expectation Rotation Plan) ➔ Updated Discipline Flow Chart ➔ Intro to Restorative Justice (baseline & calibration) ➔ Whole School Expectation Rotation ➔ da Vinci Character Traits
September	During Staff Meeting	204	➔ Tier I-3 and SIT Process

			➔ Climate Student-Identified Project Implementation ➔ SEL dV Traits (lessons)
October		204	➔ Student members attending ➔ Site Council visitation with Climate staff & students
November		204	- Climate Plan review - TFI Assessment & Action Planning - Culture & celebrations review & planning (if time Calendar, Perf, LOWed Spirit, Acknowledgement Qualities Planning) AP and C&C student meeting: Thankfulness & winter project planning; school climate conversations (C&C other adult members invited if they like - staff RTime) Discipline Data Review
December		201	- Q1 Academic and discipline Data Review; SIT planning update - Character Traits Roll-Out Planning - Tiered Fidelity Inventory (TFI) Assessment & Action Planning ongoing review/implementation
January		201	MTSS Data Dive District Climate Surveys (family & 7G students) & dV Community Survey data reflection for development of 1718 Community Survey - Tiered Fidelity Inventory (TFI) Assessment & Action Planning ongoing review/implementation - Culture & celebrations review & planning (NOGs, brainstorm '17/1819 potential 'climate & culture' elements within program schedule) - TOSA Walkthrough sched/feedback/update (or Feb?)
February		201	- Student members attending (Agenda may shift based on their feedback/project planning) - TOSA Walkthrough sched/feedback/update & facilitate Q2 Academic and discipline Data Review with student members present(?) & possible Site Council visitation - Culture & celebrations review & planning (Student membership on C&C Team planning & Be Kind Online) - Tiered Fidelity Inventory (TFI) Assessment & Action Planning ongoing review/implementation - Climate Plan/Handbook team review with TFI Assessment & Action Planning
March		201	- Student members attending, focus on Community Climate & Culture improvement thinking - Culture & celebrations review & planning (Scholastic Awards Austin sub-mtg) - Tiered Fidelity Inventory (TFI) Assessment & Action Planning ongoing review/implementation - SIT PLC Team update & staff planning(TBConfirmed)
April		201	- Student members attending, focus on Community Climate & Culture improvement thinking for 1718 - Culture & celebrations review & planning (CC schedule, Whitebird, 8G Trip & Year-End Awards) - Student Handbook for 1819 development

			- Climate Plan/Handbook team review with TFI Assessment & Action Planning ongoing review/implementation
May		201	- Q3 & SYLong Academic and discipline Data Review, including refinements for 1819 process - Family Community & Forecasting Survey data review - Culture & celebrations review & planning (CC schedule option considerations/logistics) - Student Handbook for 1819 development & review - Climate Plan/Handbook staff review planning with TFI Assessment & Action Planning - Classroom Management Plan implementation for 1819 Assessment & Action Planning final Spring scoring
June		Conf Rm TBD	Climate Planning for new school year

Meeting Agenda:

da Vinci Climate Team meetings are conducted at least once a month (minimum 1 hour per month) and aim to include the below elements on a consistent schedule, as driven by our TFI Action Plan.

- Planning and preparation of Tier 1 activities including Community Culture Celebrations and Climate and Culture acknowledgement system/teaching & learning/communications
- Integration of Restorative Practices
- CR-PBIS School-wide Systems (assessing the effectiveness of our Equity Practices on school climate)
- Academic & Discipline Data review

Our Climate Team meetings employ the TIPS meeting agenda/notes format.

TIER I IMPLEMENTATION

Programmatic Supports for all Students
Schoolwide Values & Behavioral Expectations (TFI 1.3)

- Be Safe
- Be Fair
- Be Friendly

Posters, designed and developed with student and community voice and vision, are made and distributed throughout the building and to each classroom teacher in order to make them visible to all members of our community and send a consistent message for all. This helps da Vinci ensure that our school values are inclusive and affirming. These school values are important for the da Vinci community, because we believe them to represent key mindsets that, when exercised on a daily basis, help students to develop the habits of mind, work, and heart to be successful in life and to become thoughtful college and career ready citizens.

These values are woven into our regular teaching practices in every lesson and every class period throughout the grade levels, and we are strategically teaching and reviewing them throughout the school year.

In addition to our three values-based school expectations above, da Vinci students engaged in a process through which a set of Student Agreements were articulated. These Agreements are stated below and also visible throughout our community in student and staff generated signage. Our plan is to re-engage with our current students during the 2022-2023 school year in order to reaffirm and/or adapt these Student Agreements as appropriate.
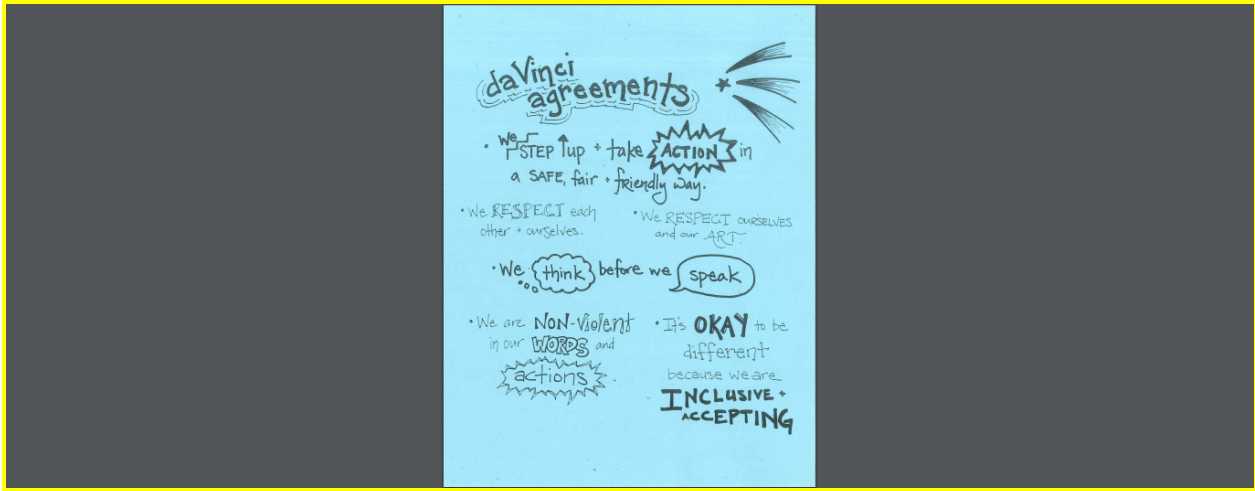
- We step up & take action in a safe, fair & friendly way.
- We respect each other & ourselves.
- We respect ourselves & our art.

- We think before we speak.
- We are peaceful in our words and actions.
- It's okay to be different because we are inclusive and accepting

Conversations among staff regarding specific character traits that we actively strive to cultivate in students have been ongoing for many years. In the 2015-16 school-year, staff continued this dialogue through reflection led by the Climate & Culture Team, and in the 2016-17 school year, the Counselor contributed student feedback to the discussion and the beginnings of a more formalized plan for teaching into the below selected five character traits were developed for initial implementation during the 2017-side of the school-year.

1. **Compassion:** We all belong.
2. **Courage:** We take chances.
3. **Creativity:** We value original thoughts and ideas.
4. **Integrity:** We make the right choices.
5. **Tenacity:** We are determined and persistent as we strive for success.

Teaching Expectations (TFI 1.4)

Annual da Vinci Expectation Rotation for Common Space behaviors
Student Behavior Procedures & Practices Plan
Student-Generated Community Agreements

Yearly Schedule for Planning, Teaching, and Reviewing Common Area Expectations

Date
Expectation Rotation provides explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide.
Return from Winter Break Month 2022: Review of core values, character traits, student behavior, classroom expectations, and common area expectations building wide; LO days (1617-Jan-May) Character Traits period (GNA week, NOG, etc)
Return from Spring Break Week 2022: Review of core values, character traits, student behavior, classroom expectations, and common area expectations building wide; during student leadership nomination week.
Further explicit instruction & training as indicated by da Vinci student behavior data: 2019 versus 2021 Ongoing news messaging from staff and students about common area expectations via the daily bulletin, hallway signage, and assembly reminders.

Common Spaces Policies Matrix (TFI 1.4)

(Click here to view our detailed dV Expectation Rotation *experienced in the first weeks of each school-year)*

AREA	BE SAFE	BE FAIR	BE FRIENDLY
All-School Rules **We statements are student-generated & honored**	· We step up, make choices, and take actions that are Safe, Fair, and Friendly · We are non-violent in our words and actions · Be aware of your surroundings and follow the Expectation Rotation guidelines for each common space · Be where you are supposed to be!	· We think before we express: In person, in writing and art, and online · Use school-appropriate language and voice level everywhere in school · Follow adult directions the first time · Take all necessary materials to class and arrive on time every day everywhere · NO personal electronics, including phones, from 8:45 AM – 3:15 PM.	· We respect each other & ourselves: Personal space, property, and art · It's okay to be different because we are inclusive and accepting – we celebrate our differences! · Use kind words & actions · Be patient & polite in real & virtual interactions with others
Classrooms	· Follow all classroom community policies and procedures · Backpacks, bags, and purses stay in lockers, not in classrooms · Use all materials and classroom tools & equipment carefully	· BE ON TIME - being tardy is inconsiderate to your teachers and fellow students · Bring all necessary material & be ready to actively engage in your learning · Monitor your own conversations, language, and voice level for class appropriateness	· Support other students' learning by focusing on your own · Be helpful to teachers and classmates · Celebrate differences and appreciate multiple perspectives
Halls	· Always WALK safely - keep to the right & avoid doors that might open and unexpected corner traffic. · Always have the appropriate hall pass & be ready to show it · Backpacks/purses/bags stay in lockers ALL day · Sign in and out fully on the classroom log sheet when leaving class for any reason	· Keep moving during passing time and go directly to class - being tardy is inconsiderate to your teachers and fellow students. Be ON TIME! · Be very quiet during class time if traveling or working in the hall · Keep your body parts to yourself · Keep hands off of other people's lockers, property, or artwork · Follow all adult directions the first time	· Be aware of your surroundings and try not to block traffic · Offer to help others in need · Don't engage in unfriendly hallway 'looks', gestures, or noises · Check your feet before leaving Dance spaces: No bare feet, socks, or tap shoes in halls – not safe AND not friendly to our custodians!
Stairs	· Banisters are handrails, NOT slides · Take one stair at a time · Get adult help if someone is hurt	· Stay to the right side · Keep moving when walking on the stairs.	· Let others pass · Offer to help others in need
Auditorium & Assembly Areas	· Follow all directions from adults · No food, drinks, or gum allowed · Feet on floor & hands to yourself · Backpacks, books, all personal items stay in lockers or classrooms · Remain seated until you are asked to rise and follow teacher directions	· The da Vinci stage is a sacred space – treat it as such by respecting and focusing on the stage & the messages coming from it · Be gentle in our old & creaky chairs; treat them like a beloved grandparent's body · Fill all seats from the front to the back without skipping any.	· Support & appreciate those on stage through quiet focus & appropriate applause · Only help out as directed – sensitive & valuable equipment can be broken by ignorance. · Put up the chair of your seat when leaving so others can get by more easily.
Cafeteria	· Handle only your own food · Enter and exit through propped and open doors only · Be in allowed locations & get a pass for permission to travel during lunch	· Walk to and wait in line patiently - no saving line spaces for another · Know your ID & consider turning in lunch money in before school · Be considerate and careful when using microwaves – clean-up & report problems	· Clean up your area & throw all trash away before leaving · Report spills to an adult and help to clean them up · Compost bin is for FOOD ONLY · Keep Lost & Found area tidy
Gym	· At da Vinci, we *dance*; respect the floor and mirrors. · Check your feet before you exit: No bare feet, socks, or tap shoes in halls! · No street shoes on the marley.	· No food, drinks, or gum allowed in Dance classes · Teacher items, desk area, and phone are permission only · On indoor days, show good sportsmanship	· Dress in appropriate dance clothes & store items in the cubbies · On indoor days, clean up & restore the space for class
Playground & Gym on Indoor Days	· Stay within school boundaries and allowed play areas · Request adult assistance when needed	· Eat and drink only in allowed areas · Clean up ALL trash · Return all equipment to playground staff	· Use supportive language when playing games · Solve conflicts positively · Let all students participate

Library	· Push in chairs when leaving and restore library to original state · Bring a pass for library use when not with a teacher · No home electronic devices (iPods, tablets, or cell phones) during the school day, including at lunch time	· Limit food/drink in the library to special occasions and by permission · Books are checked out for 2 weeks - return materials on time · The library is a quiet space where people are working	· Print only what is needed and get permission first · Library computers & printer are for school work only: No games, personal messaging, social media, or chatting online
Chromebooks and Technology	· Follow school Internet safety policies · Use internet productively & only for academic purposes	· Keep food, drink & gum away from devices · Mind your own screen · Print only what is needed	· Report technical difficulties to the teacher or supervising adult so fixes can be made for everyone as soon as possible
Bathrooms	· Keep them clean - toilet paper and paper towels where they belong & water in the sinks – floor clear · Keep your body & all objects away from the windows · Wash your hands before leaving & keep hands clean on your way out	· Non-approved graffiti hurts our school community & creates more work for our custodians; resist the temptation · Clean up any mess you make · Report all bathroom issues to the office immediately · Respect privacy; no photos or recording!	· Flush every time · Aim well & keep toilets & urinals free of mess & garbage · Bathrooms are NOT for socializing, so being friendly = helping others to get on their way asap
Lockers	· Do not share your combination with other students · ALWAYS lock your locker! · Before leaving your locker, turn the dial & test that it's locked -Store electronics and cell phones and headphones and earbuds	· Get your things swiftly and move along · Limit visits to lockers to necessity by planning your day's needs thoughtfully · Make room for others to also get in & get out quickly & on their way	· Ask for & receive permission before touching someone else's locker and property · See something? Say something - report concerns to an adult
Supervised Spaces or WITH A PASS ONLY ALL DAY	Be where you are supposed to be · Before school & lunch: Cafeteria, outside (Indoor day Gym) with adult supervision · After School: specific extra-curricular activity, office, or classroom with adult supervision	· Always be with a supervising adult or have authorized pass so no one needs to go searching for you · Return to class quickly so another person can exit if needed · Only go where you have been given explicit permission quickly and carefully	· Encourage others to be where they are supposed to be by modeling · Don't delay others by asking them to wait or slowing them in the halls with socializing · See something? Say something - report concerns to an adult
Main Office	· Ask for permission before touching office equipment including phones · Once inside, move away from the doorway, so you aren't blocking it · Be health-conscious and respect personal space	· Know your phone number and address · Know your family phone numbers · Wait your turn nicely; don't interrupt others unless it's an emergency · If waiting for someone in the office, do so quietly	· Enter the office quietly, because folks are always working · Always use appropriate language and a pleasant tone of voice – this is our Welcome Center!

Problem Behavior Definitions (TFI 1.5)

How We Treat Others – IT'S ABOUT RESPECT

Active Supervision

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

6 Features of Active Supervision

Feature	Elements/Components	What does it **LOOK** like?	What does it **SOUND** like?
Movement	a. Constant b. High rate c. Randomized d. Targets known problem area	• Circulating among students unpredictably • Visually scanning the room • Giving Kudos and Acknowledgments • Redirecting consistently (all observed behaviors of concern receive a response & responses to similar behaviors are the same from student to student, day to day) • Smiling • Making eye contact with students • Responding non-emotionally to misbehavior • Using respectful body language/non-confrontational stance • Proximity: Gently moving toward the misbehavior in a relaxed way	• Interacting positively with students • Giving 5 acknowledgements to 1 correction • Correcting calmly and respectfully • Aligning acknowledgements and corrections closely to the school values and expectations • Providing comments that acknowledge students' efforts to be successful • Giving accurate feedback that is specific and descriptive • Using a low voice level (indoor classroom) • Giving reasonably private corrections that address the problem • Using respectful words & tone of voice • Speaking in clear & simple language, framing the direction(s) as a statement, not a question
Scanning	a. Constant b. Targets both appropriate and inappropriate behaviors c. Targets known problem areas d. Uses both visual and aural cues e. Increases opportunities for positive contact		
Positive Interaction	a. Friendly, helpful, open demeanor b. Proactive, non-contingent c. High rate of delivery		
Positive Reinforcement	a. Immediate b. Contingent on behavior c. Consistent (with behavior and across staff) d. High rate		
Instructional Responses (Low level responses	a. Immediate b. Contingent on behavior c. Non-argumentative, non-critical d. Specific to behavior e. Systematic: correction, model, lead, test, and retest f. Consistent (with behavior and across staff)		
Reactions when instructional responses are not working	a. Neutral, businesslike demeanor b. Non-argumentative, non-critical c. Consistent (with behavior and across staff) d. Fair: non-arbitrary		

Defining Minor, Stage 1 reports, 2 and 3 Behaviors (TFI 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

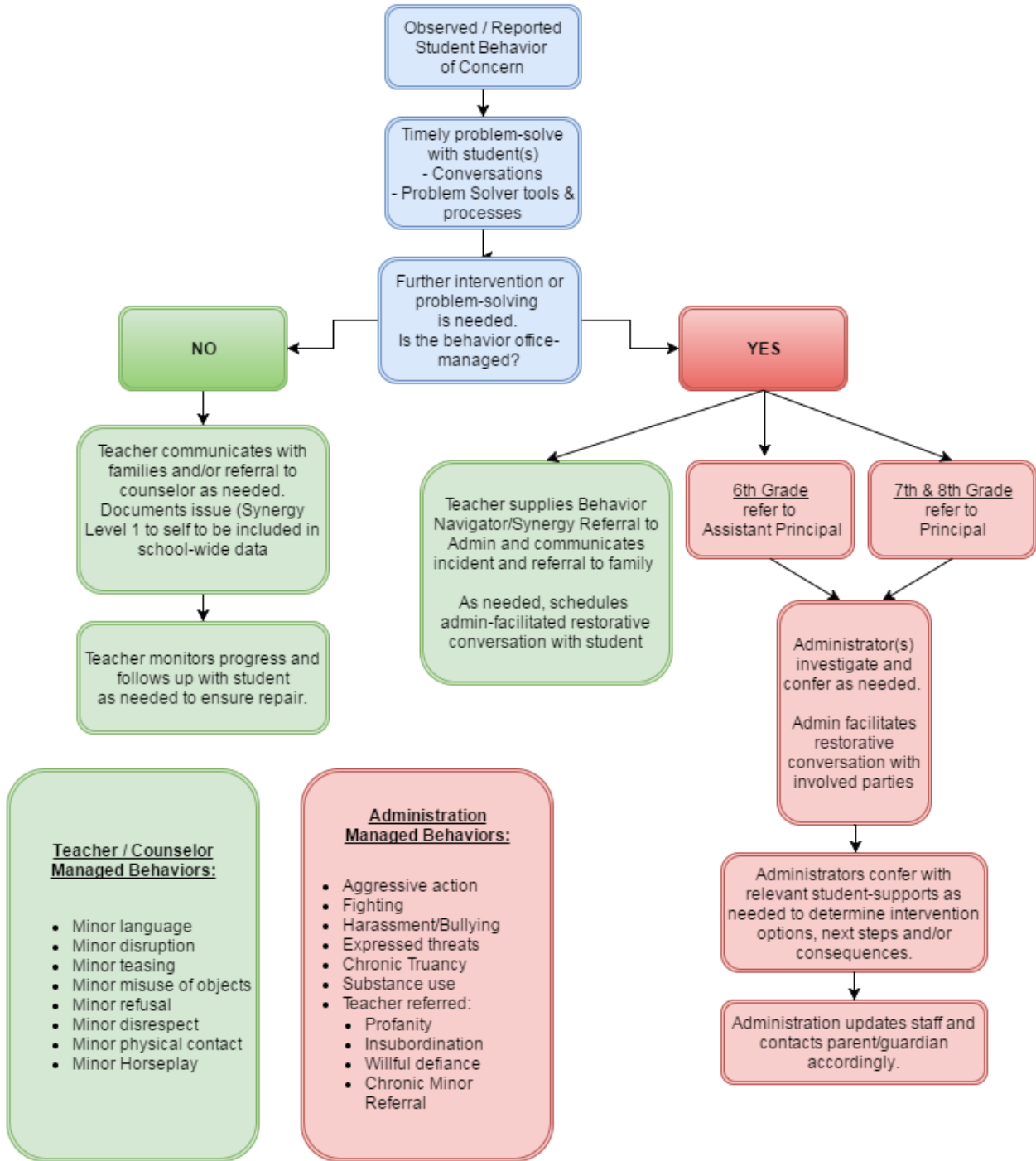| Low Level Behaviors	Minor/Stage 1/ Classroom Managed Behaviors	Major/Stage 2/3 Office Managed Behaviors
Low level behaviors are handled on the spot using redirections, intervention strategies and teachable moments. ● No documentation for the behavior ● If parent is contacted, behavior may be documented at teacher/staff discretion as a Stage 1 behavior of concern	Stage 1 referral report is created by the teacher (Teacher makes contact with parent/guardian by phone, voicemail, paper, email or in person.) ● Re-teaching the correct behavior is included in response ● No immediate involvement by admin is needed	Behavior is referred to office administrator who will contact the student and the parent/guardian. Teacher will also make follow up contact with parent/guardian. ● May include *chronic Stage 1 misbehaviors in which the teacher has made calls home numerous times. ● Extreme/harmful/illegal
Examples		
Annoyances ● Lack of focus ● Noise making ● Out of seat ● Cutting in line	**Classroom Disruption** ● Repeated Talk Outs ● Disruptive silliness ● Repeatedly interrupting others while working	**Chronic/Serious Disruption** ● Stopping the Learning Process ● Unsafe Behaviors
Poor / Inappropriate Language: ● Language slips ● Non-swearing ● Under the breath	**Swearing/Vulgarity** ● Written or spoken ● Use of "lesser" offensive swear words ● Reported use of hand gestures ● Sexual Talk	**Swearing/Vulgarity** ● Written or spoken ● Use of "greater" offensive swear words ● Observed use of obscene hand gestures ● Repeated or explicit sexual talk

Teasing	Pre-harassment	Harassment
● Altering names ● Annoying on purpose: bugging ●Teasing that stings	● "Put Downs" ● Threatening stares ● Mean-spirited teasing	● Patterns of "put downs" ● Threats/extortions ● Ethnic/racist, sexist, disability related, sexual orientation or religious based remarks
Hands/Feet/Objects to Self ● Poking or pushing ● Pinching, jostling, ● Retaliating as above	**Roughness** ● Play wrestling, body holds, light kicking, shoving ● Pre-fighting, aggressive posturing – pushing	**Fighting/Aggression** ● Hitting/kicking/punching ● Encouraging another to fight
Reluctant Compliance ● Initially resisting or ignoring directions	**Ignoring Instructions** ● Ignoring reasonable requests following redirect	**Defiance** ● Significant refusal to follow directions from an adult in the building
Thoughtlessness ● Doesn't care if it hurts others feelings ● Isolated instance of disrespect	**Disrespect** ● Chronic argumentation with others ● Refusal to hear another's perspective and/or participate in problem-solving	**Blatant Disrespect** ● Significant/chronic refusal to speak respectfully ● Use of body language commonly understood to convey disrespect
Misuse of Property Vandalism / Theft ● Careless accident ● Misuse of space such as climbing on bathroom stalls, soaping mirror	**Misuse of Property Vandalism / Theft** ● Teasingly taking others possessions ● Thoughtlessly damaging property –can be easily fixed w/ little time or no cost	**Misuse of Property Vandalism / Theft** ● Taking others' possessions and not returning them ● Purposely damaging property – if fixable. Time or cost by the student may be involved

DISCIPLINE FLOWCHART (TFI 1.6)

da Vinci Arts Middle School Restorative Practices Flowchart

Observed / Reported Student Behavior of Concern

↓

Timely problem-solve with student(s)
- Conversations
- Problem Solver tools & processes

↓

Further intervention or problem-solving is needed.
Is the behavior office-managed?

NO ←→ **YES**

NO:

Teacher communicates with families and/or referral to counselor as needed. Documents issue (Synergy Level 1 to self to be included in school-wide data

↓

Teacher monitors progress and follows up with student as needed to ensure repair.

YES:

Teacher supplies Behavior Navigator/Synergy Referral to Admin and communicates incident and referral to family

As needed, schedules admin-facilitated restorative conversation with student

6th Grade refer to Assistant Principal

7th & 8th Grade refer to Principal

↓

Administrator(s) investigate and confer as needed.

Admin facilitates restorative conversation with involved parties

↓

Administrators confer with relevant student-supports as needed to determine intervention options, next steps and/or consequences.

↓

Administration updates staff and contacts parent/guardian accordingly.

Teacher / Counselor Managed Behaviors:

- Minor language
- Minor disruption
- Minor teasing
- Minor misuse of objects
- Minor refusal
- Minor disrespect
- Minor physical contact
- Minor Horseplay

Administration Managed Behaviors:

- Aggressive action
- Fighting
- Harassment/Bullying
- Expressed threats
- Chronic Truancy
- Substance use
- Teacher referred:
  - Profanity
  - Insubordination
  - Willful defiance
  - Chronic Minor Referral

Discipline Policies (TFI 1.6)

Guide to PPS Student Rights and Responsibilities Handbook English
Spanish

As is the case in many Portland Public Schools, da Vinci Arts Middle School staff members are guided by the tenets of restorative and positive behavior intervention & support practices and philosophies when managing student behaviors. Please visit our da Vinci school Climate webpages to review specifics around da Vinci Student Behavior Procedures, Practices, Policies, Responses & Consequences in addition to the above-referenced PPS Student Rights and Responsibilities Handbook contents.

Behavioral Discipline Responses & Consequences

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.

- **Tier 1 Behaviors:** handle in classroom or common space as it occurs;
- **Repeated Tier 1 Behaviors:** Notify SIT Team, Counselor, and/or Administration;
- **Tier 2 Behaviors:** Notify SIT Team and/or Administration;
- **Tier 3 Behaviors:** Immediate administrator assistance

Incidents & Interventions

Video: Enter Stage I Referral in Synergy Teacher View

Stage 2&3 Office Discipline Referral Google Form

Overview

da Vinci Responses & Consequences for Student Management
Student Behavior Problem-Solving & Intervention Form samples we use (final pages of doc)

Professional Development (TFI 1.7)

Over the course of the year, Staff PD meetings will include aspects of Climate Work, including the embedded time for the Leadership Climate & Culture Team to meet monthly (on 3rd Tuesdays whenever possible, simultaneous with other Leadership Teams: CAP, Equity, and Site Council). Our Late Opening PD meetings will continue to be focused on Equity, and our PLC Teams are launching various inquiry-focused projects, including: development of an enhanced SIT Team process (also incorporating mandated changes from district); The district decision for some teachers to attend job-alikes on the 4th week of each month, replacing their attendance at weekly school-based meetings, may impact the below planning timeline. Included in the gatherings with whole staff will be: schoolwide expectations, acknowledging positive behaviors, preventing & addressing issues, requesting assistance, and understanding the influence of race, culture, and language on student behavior.

Date	Topic	Facilitation
August	School climate orientation: ● Teaching school values & common area expectations schedule ● Teachers developing classroom routines & expectations ● Admin activating schoolwide acknowledgement systems ● Correcting fluently ● Influence of race, culture and language on adult expectations and student behavior	Admin August 2022

September	● SIT flowchart	
October		
November (TBP per PPS Confs & Holiday Calendar)		
December		
January		
February		
March		
April	MTSS led TFI review	
May		
June		

Classroom Management Plan (TFI 1.8)

Every teacher will have a classroom management plan established before school begins and refined as the unique aspects of each class emerge. A written copy is due to administration each year. The Classroom Management Plan covers the essential features of effective classroom management: Structure, teaching expectations, acknowledging positive behaviors, and correcting misbehaviors. **To view district supplied Templates aligned with Restorative Practices, click here.** Administration collects copies of teacher submissions on file in the principal's office. Additionally, each classroom teacher maintains a Substitute folder to support guest instructors in the building. Minimally, the folder contains the following.

● Attendance sheets and seating charts (attendance sheets provided daily from the office)
● Daily program and bell schedules, special classroom routines
● A clear and complete set of lesson plans and assignments that may be used regardless of the day the teacher is absent (a "if all else fails plan")
● Rules and discipline plan with strategies for effectiveness, notes or cautions they think may be helpful, including a list of students who can tell the substitute how things are usually done
● Copy of the classroom expectations (and school climate matrix in 22-23)
● Information regarding emergency drills, signals, exits, where to walk, and where to stand
● Any duties: hall, playground, clean up, lunch, cars, etc.
● Grade level or subject colleagues from whom to get information
● Emergency or other medical protocols for students with health conditions
● Accommodations for students on IEPs and 504 plan

Feedback and Acknowledgment Systems (TFI 1.9)

Research shows that when school staff "catch" students exhibiting appropriate behaviors and acknowledge them, 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. The da Vinci staff have developed their own classroom acknowledgement systems and part of the district mandated Climate work is to develop "a formal system (i.e., written set of procedures for specific behavior feedback that is

[a] linked to school-wide expectations and [b] used across settings and within classrooms) is in place and used by at least 90% of a sample of staff and received by at least 50% of a sample of students." The school's Climate Team staff, student, and parent/guardian members have been discussing options and also values connected to intrinsic vs extrinsic reward systems and the impact on student learning and character.

Description of our school-wide acknowledgement system:

Students are also interested in the idea of running a student store/community center, and we are exploring the viability of that idea - one potential obstacle we see is the need for adult volunteers to make it happen, so if you are interested in this idea and willing to join the conversation, please reach out to the principal or assistant principal to be connected to the folks exploring.

Schoolwide Celebrations of Talent, Achievement, Acknowledgement

Acknowledgement Matrix

Type	What	When/Where	Who Gives Them?
Immediate/ High frequency	Dragon Slips	Class, Halls, Cafe	Teachers and Staff Student to Student
Redemption of immediate/ High Frequency			
Long term SW Celebrations	Quarterly Assemblies	Virtual	Leadership Leo Leaders
Continued Excellence Programs			

Faculty Involvement (TFI 1.10)

Schedule for sharing disaggregated data to staff and opportunities for input on Tier I systems *(under development by Leadership Teams)*

Date	Data Shared	Staff Input Topic
September		
January		
April		
June		

Plan for Family, Student, and Community Involvement (TFI 1.11)

da Vinci School and Family Calendar and **Admissions information**

Schedule for student and family involvement activities

Date	Activities	Organizer
September		
October		

November		
December		
January		
February		
March		
April		
May		
June		

TIER I EVALUATION

Evaluation of the Effects and Fidelity of the School Climate Practices

Tiered Fidelity Inventory (TFI 1.12)

Tiered Fidelity Inventory (TFI) guides the action planning for the implementation of positive school climate.
School Climate Action Plan (TFI): Click THIS link for the most current TFI Scoring - Spring 1617 Round 4 .
Click links for: TFI Scoring Round 1 in Fall 1516, TFI Scoring / Action Planning Round 2 in Spring 1516, TFI Scoring / Action Planning Round 3 Fall 1617 Admin Review (uncalibrated),

- Assessment component is completed ideally 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 regular basis by Climate teams and district Climate dept

School Survey responses help to inform decisions around specific building-wide school climate & culture issues, practices, and initiatives. Recent survey result reports can be accessed on the bottom of this school Climate webpage.

Return in future months for Tier 2 Climate Plan articulation