
Creston School Climate Handbook



Creston School Values

We Do Our Best

We Collaborate

We Respect Each Other

*Our Vision . . .An inclusive community
where personal excellence and academic
growth meet.*

Our Mission... Creston's mission is to build
a learning community that maximizes each
student's academic, social, and personal
growth by fostering student belonging and
self-worth while inspiring a love of
learning and respect for all.

2025-2026

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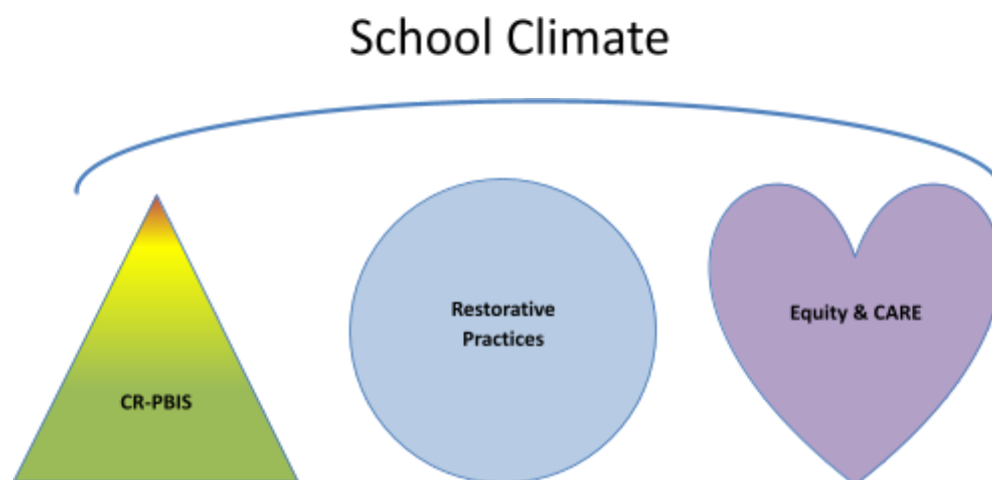
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WHAT IS SCHOOL CLIMATE?

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

[Creston PBIS Guidance for teachers and staff](#)

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.
- [Productive Struggle at Creston](#)

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. [Creston's Restorative Practices](#)

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 Creston 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 include eliminating racial disproportionality in exclusionary discipline..

Our 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)

Team Member	Name	Primary Meeting Role (Facilitator, Data Analyst, Minute Taker)	Backup Meeting Role (Facilitator, Data Analyst, Minute Taker)
Coordinator	Matt Marchyok	Facilitator: Alaina Data Analyst: Katie Minutes: Matt	Facilitator: Matt Data Analyst: Kate Minutes: Julie
Administrator	Alaina Langdahl		
Behavioral Expertise	Katie Kunze		
Knowledge of Academic/Behavioral Patterns	Kate McCartney, Elaine Winn		
Knowledge of School Operations/Programs	Melissa Standley, Kendra Coleman, Julie Toone		

Climate Team Meeting Schedule

Month	Date/Time	Room
August-June	Every other Monday at 2:45	Principal's office
Topics Covered		
Review Conduct Changes/Climate Handbook		
Monthly Discipline Data Review Empathy Interview Survey Development (Students)		
Monthly Discipline Data Review Development of PBIS January Reteach		
Tiered Fidelity Inventory (TFI) Assessment & Action Plan Empathy Interview Discussion & Presentation Prep		
Tiered Fidelity Inventory (TFI) Assessment, Action Plan Review/Update Climate Handbook Monthly Discipline Data Review Student Semester 1 Outcomes/Celebrations/Adjustment		
Monthly Discipline Data Review Development of PBIS April Reteach		
Monthly Discipline Data Review		



Month	Date/Time	Room
		Tiered Fidelity Inventory (TFI) Assessment, Action Plan Review/Update Climate Handbook
		Planning for rollout next year



- Monthly Discipline Data-PPS Dashboard
- CR-PBIS School-wide Systems (assessing the effectiveness of our Equity Practices on school climate)
- Integration of Restorative Practices

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

TIER I IMPLEMENTATION

Programmatic Supports for all Students

SCHOOLWIDE VALUES AND COMMON AREA EXPECTATIONS (1.3)

Our School Values are:

- **Commitment to Excellence & Growth**
- **Active Learning**
- **Mutual Respect**

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 Creston 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 Creston school community, because these are the three things that help students be successful in life. Our students need to understand and exercise being **safe, respectful, and responsible** 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.

CRESTON COMMON AREA EXPECTATIONS

[Creston Common Area Expectations](#)

[First Day Tour of Expectations](#)

Creston SCHOOL Rules and Expectations		
Be Safe	Be Respectful	Be Responsible



<ul style="list-style-type: none"> • Solve problems with positive words and actions • Keep hands, feet and objects to self • Report unsafe situations to school staff 	<ul style="list-style-type: none"> • Respect others right to learn • Use active listening • Use kind words and actions to solve problems • Follow directions to stay safe 	<ul style="list-style-type: none"> • Respect materials and property • Clean up after yourself/make amends • Be a positive role model • Do your best
Library		
<ul style="list-style-type: none"> • Walk • Sit on chairs properly • Push in chairs before leaving 	<ul style="list-style-type: none"> • Treat books with care • Use whisper voices • Be an attentive listener • Wait your turn to check out books 	<ul style="list-style-type: none"> • Return books on time • Use library time wisely • Return materials where they belong
BATHROOMS		
Goal: Creston bathrooms will be safe and clean areas where students act respectfully and responsibly.		
<ul style="list-style-type: none"> • Go • Flush • Wash • Leave 		
CAFETERIA		
Goal: the lunch line and lunch area will be a safe and clean environment where people interact with courtesy and respect		
<ul style="list-style-type: none"> • Bottoms on benches for safety • Use kind words and actions • Keep hands, feet and objects to yourself • Only talk to those who are near you (at your table) • Use voice level 2 (conversation level) • Use hand signals for help and permission 		
Playground/Outside		
Goal: offer both areas of cooperative play and unstructured play and guidance around conflict resolution.		
Our playground plan utilizes our SUN team to create areas of cooperative play in conjunction with areas of unstructured play. Conflicts are resolved utilizing restorative practices as posted at various locations around the playground.		
<ul style="list-style-type: none"> • Keep hands, feet and objects to self • Stay on the playground or field • No play fighting or tackling 	<ul style="list-style-type: none"> • Listen to adults • Use kind words and actions • Take pride in our building and school grounds 	<ul style="list-style-type: none"> • Take turns on equipment • Report physical incidents to adults • Seek adults for peer conflicts
Be Safe	Be Respectful	Be Responsible
BEFORE AND AFTER SCHOOL		



<ul style="list-style-type: none"> • Keep hands, feet and objects to self • Walk at all times • Wait in grade level lines by front doors • Keep sidewalks and stairs clear 	<ul style="list-style-type: none"> • Listen to adults • Use kind words and actions. • Take pride in our building and school grounds 	<ul style="list-style-type: none"> • Use crosswalks • Arrive promptly on or before 8:37 a.m. • Follow your after-school plan
<p style="text-align: center;">ASSEMBLIES</p> <p>Goal: Assemblies will be an environment where people interact in a respectful and responsible manner.</p>		
<ul style="list-style-type: none"> • Use kind words and actions • Keep hands, feet and objects to yourself • Respect the personal space of others • Sit flat on your bottoms • Show polite appreciations 		
Front Office		
<ul style="list-style-type: none"> • Stay in front of the counter 	<ul style="list-style-type: none"> • Sit and wait as needed 	<ul style="list-style-type: none"> • Do not touch office staff items or computers or phones
<ul style="list-style-type: none"> • Do not climb on the counter or benches 	<ul style="list-style-type: none"> • Use level 1 and 2 voices 	

TEACHING EXPECTATIONS (1.4) 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

[Indoor Recess Expectations Slide Deck](#)

School Wide Common Expectations Slide Deck Review 2025

Date

August 24- September 30, 2025: Teams ensure that school staff understand that all students need explicit teaching about co-constructed expected behavior at school.*

January 3-January 7, 2026: Teams ensure that school staff understand that all students need explicit teaching about co-constructed expected behavior at school.*

March 28-April 1, 2026: Teams ensure that school staff understand that all students need explicit teaching about co-constructed expected behavior at school.*



As indicated by Creston discipline data 2024-2025

Active Supervision at Creston

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.

STUDENT INTERVENTION TEAM: ADDITIONAL BEHAVIOR & ACADEMIC SUPPORTS (TIER II AND TIER III)

When Tier 1 classroom and schoolwide supports are not enough to ensure student success, students may be brought to the school Student Intervention Team (SIT) to develop and implement Tier II and III interventions.

The Student Intervention Team (SIT) is a collaborative, general education solution-generating team made up of a variety of school perspectives. The purpose of the SIT is to

- support teachers in reflecting on and enhancing their Tier I practices and
- implement targeted Tier II and III behavior and Tier III academic interventions when needed.

Utilizing an equity lens, the team considers the whole student when making decisions that affect their long-term educational experience and sense of belonging in PPS. SIT works to provide every student and adult what they need to thrive in the general education setting. **Families are notified about student strengths and challenges, as well as planned interventions, at all points in the process.**

Example Tier II Behavior Interventions	
Function: Access/Obtain Check In/Check Out Meaningful Work Social/Emotional Skills Group Check and Connect	Function: Escape/Avoid Breaks are Better Check and Connect Social/Emotional Skills Group
Example Tier III Behavior Practices & Intervention	
PRACTICES (non-exhaustive) Safety Plan Supervision Plan Planning for Managing Escalating Behaviors (with FBA/BSP)	INTERVENTION (exhaustive) Individualized interventions outlined in the FBA/BSP

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

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



[Creston Discipline Plan 25-26](#)[Creston Discipline Definitions](#)[Creston Discipline Flowchart](#)***DISCIPLINE POLICIES (1.6)***

Creston Staff will create inclusive practices by:

- Greeting students by preferred name at the door during transitions to have a positive initial interaction
- Creating community agreements with input from students that are posted and referred to regularly
- Making curriculum relevant to student lives through culturally responsive teaching
- Producing, exhibiting and celebrating student work
- Providing leadership opportunities for students at all levels through: classroom responsibilities, teaching electives, organizing and hosting all school gatherings, teacher assistants, representatives in PTSA, Site Council, hiring committees, student government, after school clubs, reading buddies, tutoring, etc.
- Identifying and examining the definition and application of the Creston's values within the school community
- Utilizing responsive classroom approach; morning meetings, lunch bunch, class meetings
- Developing classroom routines & sticking with them, such as a warm up activity posted on the board to make the start of the lesson count
- Using specific positive reinforcement/acknowledgement at a significantly higher rate than redirection/correction.
- Holding restorative/community building circles/activities regularly so students feel connected to the learning environment & each other
- Building positive relationships with students and families by connecting about life outside of school and sharing stories/ artifacts
- Finding ways to make the curriculum relevant to students' lives (through their culture, language, interests, etc.) when appropriate.
- Using mindful listening with students in order to ensure that communication is both effective and reflective for students and teachers.
- Looking for opportunities where students can contribute and make choices in the curriculum when appropriate
- Making positive phone calls to parents
- Using clarity and cultural responsiveness in communication to students, families, and community
- Having high expectations for students with teachers providing high supports and scaffolding

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.

[Creston Professional Learning and Development Calendar 2025-2026](#)

CLASSROOM PROCEDURES (1.8)

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

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

[Creston Climate Team Top 10+ for the Classroom](#)

[Creston Effective Classroom Practices Plan Template](#) - Click to view plan

[Guiding Tool for Effective Classroom Practices Plan](#)

Each staff member at Creston has a red folder filled with information to assist guest teachers in being successful. Included in this information is information on student's names and pronouns.

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 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:

- Name of acknowledgement tickets - Creston Eagle Tickets
- Teachers design their own individual plan for implementing the Eagle ticket system and Tier I PBIS (Positive Behavior Intervention Systems)
- Schoolwide systems (Monthly all school assemblies, quarterly spirit days, Let Grow)
- Feedback from students and families about current systems and planning for changes and improvements-Utilizing Student Council and Student leadership teams to drive the work
- Successful Schools Survey (SSS) (Provided to families & Student)

FACULTY INVOLVEMENT (1.10)

Schedule for sharing disaggregated data to staff and opportunities for input on Tier I systems

Date	Data Shared	Presenter
September	August 24- September 30	Quarterly Celebrations
January	January 3-January 7	Behaviors in need of specific reteaching & system-wide support -use staff feedback to inform reteaching lessons



April	TFI results FIT results	Behaviors in need of specific reteaching & system-wide support -use staff feedback to inform reteaching lessons
May	School Climate Survey	Panorama Results

PLAN FOR FAMILY, STUDENT AND COMMUNITY INVOLVEMENT (1.11)

Throughout the year, members of our school climate team are open to receiving feedback from parents and students as we work together to improve our educational environment.

Schedule for family involvement activities

Date	Topic & Group	Activities	Organizer
August 22	Ice Cream Social	Opportunity to meet teachers and other students before school starts	Admin
August 28	Back to School Night	Meet with families to share school goals and meet teachers	Admin
Quarterly	Site Council	Meet with Site Council to review SCIP Data	Parents/counselor Admin
Monthly (Tuesdays)	Principal Coffee	Q and A with families. Talk about upcoming events/topic	Admin
January	Site Council	Parent ambassadors and community come to Site Council Meeting 1	Admin
March	Community Outreach	Kindness Week	Counselor/students
April	Community Event	Talent Show	Parents/Student Council
May	Community Events	TBD	By who?

Site Council 2022/2023

TIER I EVALUATION

Evaluation of the Effects and Fidelity of the School Climate Practices

DISCIPLINE DATA (1.12)

Creston's FIT (Fidelity Implementation Tool) Results

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

- 2024-2025: [Creston TFI Action Plan 2024-2025](#)

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.

2024-2025 district results

<https://secure.panoramaed.com/portlandor/understand/5182768/summary>





