

Roseway Heights Middle School

2025-2026



School Climate Plan

Mission

Our mission at Roseway Heights Middle School is to create a positive learning environment that cultivates a culture of excellence, co-creates a positive student experience, celebrates differences, and enhances student learning, including collaboration with community partners.

Vision

To create a learning environment where all students can become lifelong, resilient learners and global citizens to achieve their fullest potential within a diverse society. We strive to provide an equitable and rigorous curriculum to all students, foster curiosity, and deepen our understanding of the world around us.

Core Values

1. Respectful
2. Helpful
3. Multicultural
4. Supportive

WHAT IS SCHOOL CLIMATE?

SCHOOL CLIMATE OVERVIEW

School Climate encompasses culturally relevant Positive Behavioral Interventions and Supports (PBIS), restorative practices and schoolwide transformative social-emotional learning opportunities for all students. Racial equity and social justice are woven into all aspects of school climate to ensure that all students experience a sense of belonging and have a positive school experience.

MULTI-TIERED SYSTEM OF SUPPORT

School climate is an essential component of the Multi-Tiered System of Support (MTSS) framework. MTSS is a proactive, data-driven practice used at Portland Public Schools to support all students. It uses evidence-based instruction, intervention and assessment practices to ensure that every student receives the appropriate level of support based on their level of need. These tiered academic and behavioral interventions help eliminate barriers to learning and enable every student to successfully reach their full potential.

SCHOOLWIDE VALUES AND COMMON AREA EXPECTATIONS

Our School's Core Values are

1. **Respectful:** Showing consideration and regard for yourself, and the place around you.
2. **Hardworking:** Working with energy and commitment
3. **Multicultural:** Caring and curious about all the cultures and ethnicities that make up our community
4. **Supportive:** Providing encouragement and help to the people around us

Our Core Values were created with student, staff, caregiver & community input. These values are posted throughout the school in order to make them visible to students, staff and caregivers. The intention is to share a consistent message about what we value as a school community and what this looks like in common areas and classrooms across the school.

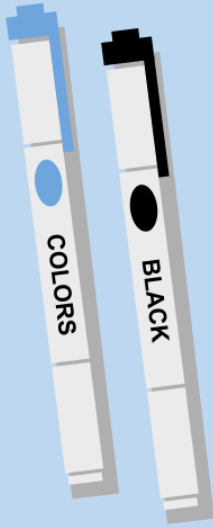
Our core values are woven into our social emotional learning curriculum as well as regular teaching practices in every lesson and in every class period throughout the grade levels. Staff name the values consistently, strategically teach and review them throughout the school year and positively reinforce them when interacting with students.

Common Area Expectations



Common Expectations At RHMS

Use these slides to teach and reteach expectations, and to create universal language and schoolwide signage.



Your binder should include...

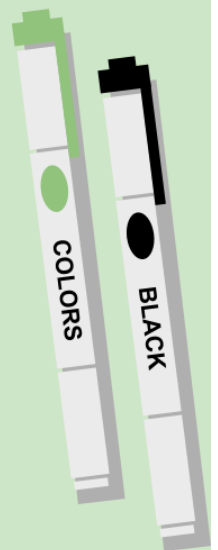
- planner at the front
- a section of materials for each class
- Lined paper at the back
- pencil pouch for materials



Per 1

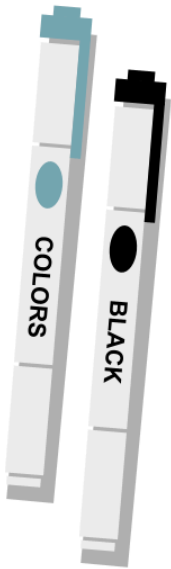
Binder System:

- ★ Bring your binder to each class
- ★ Keep your binder neat & organized
- ★ Your advisory teacher will check your binder once a week!



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Breakfast Procedure



- ★ You can enter the building at 8:50, get breakfast and eat it in the cafeteria (not the MPR)
- ★ You must finish your food in the cafeteria by 9:30
- ★ If you arrive late, (if the cafeteria is still open) grab breakfast quickly and eat in the cafeteria.

Per 2

Lunch Procedure:

6th Grade: Lunch in the MPR, then recess outside

7th Grade: : Lunch in the MPR, then recess outside

8th Grade: Recess outside, line up by band doors, lunch in the MPR

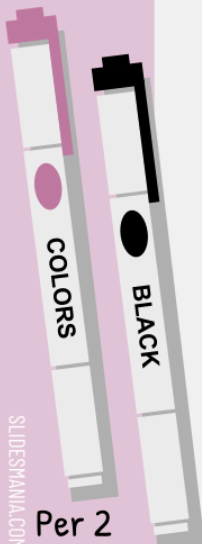
If you are in the cafeteria...

- ★ Stay seated at the tables while eating
- ★ Clean up after yourself

If you are outside...

- ★ Stay within the fences
- ★ Stay out of the parking lot
- ★ Stay off the shipping container
- ★ Back bleachers OFF LIMITS

Hallways, the Gallery, and classroom areas are **OFF LIMITS** during lunchtime!



Per 2

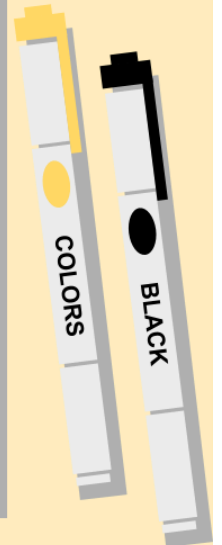


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Part of a lunch club?

- ★ At the beginning of the lunch period, BEFORE GRABBING LUNCH, pick up a pass from your club's advisor
- ★ Get your lunch from your locker or the cafeteria
- ★ Use the pass to get into the part of the building where your club is being held

No Pass = No Club/No Exceptions

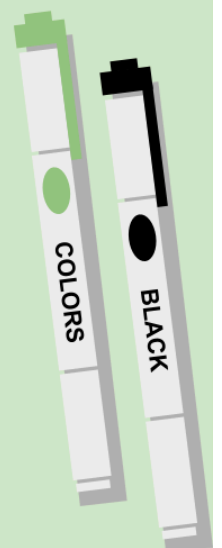


Per 2

RHMS Food Policy



- Students can only have water in classrooms
- Any food a teacher brings for students needs to be consumed within that class
- No outside meals or deliveries
- Food delivered will be held in the office until 4:00p.m.



Per 2



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**Period 3
& Advisory**

Per 3/Adv

- 7th/8th classes go over locker expectations and assign lockers
- 6th grade classes go over locker expectations and do remaining advisory slides below
- 7th/8th classes do remaining advisory slides if time permits

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Locker Expectations

- Advisory teachers will help you manage cleaning and memorizing your locker combination.
- Each student will receive their own locker; no sharing lockers.
- **You are expected to keep your backpack and any/all electronics** (including earbuds, headphones, music devices, gaming devices, smart watches, and *cell phones*) **in your lockers during the day.** You will be able to grab whatever you need for class during passing time.

Per 3/Adv



Portland Public Schools

Locker Expectations

- Keep your locker **locked** at all times!
- Do not share your locker or your combination with anyone
- If you need help with your locker, please see your advisory teacher.
- The lockers are school property, no stickers or graffiti
- No food left overnight in lockers.

Per 3/Adv



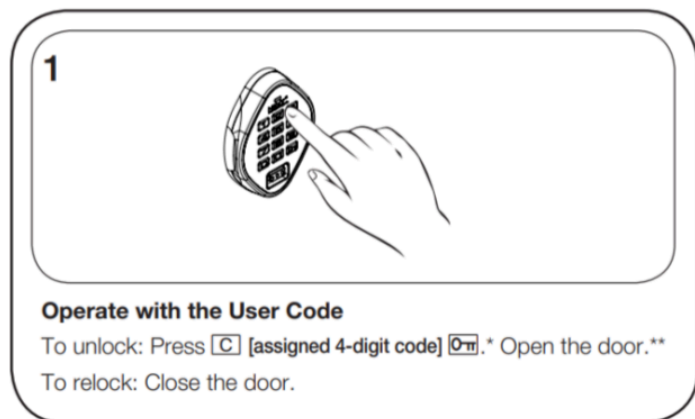
Per 3/Adv

How to use RHMS Lockers

Operate with the User Code

To unlock: Press **C** [assigned 4-digit code] **0π**. * Open the door.**

To relock: Close the door.



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Locker Assignments



Per 3/Adv

6th grader teachers: Ensure that all your advisory students have a locker and know how to open it.

ALL Teachers:

- Assign a locker with corresponding code to each advisory student
- PLEASE enter student names to assigned lockers on your tab in the SPREADSHEET
- Email Ms. Adriana with any locker assignment issues

A Note on Lockers

If you enter the wrong code 3 times, it will lock for at least a minute.

The lockers automatically lock a few seconds after you close them.

The key button locks the lockers.



Per 3/Adv

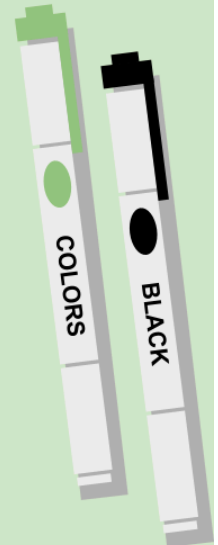


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Backpack Policy



- No backpacks allowed in classrooms
- Store your backpack in your locker
- Carry your binder to class
- Locker issues? Talk to your advisory teacher



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Per 4

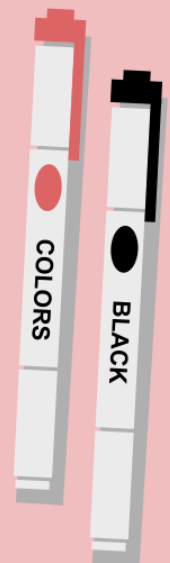
Tardy Policy:

On time = in your classroom by the bell

On time = in your classroom by the bell

If you enter class after the bell rings and you do not have a pass, you will be marked tardy

- ★ If you arrive tardy to school, go to your class
- ★ If you are late to school because of an appointment or with a guardian, check in at the office
- ★ If you are late more than 5 times to a class, you will receive a lunch detention
- ★ If you are tardy more than 6 times, your teachers will call your parent/guardian to discuss how they can assist their student in getting to class on time



Per 4



Portland Public Schools

10/10 Rule

No student is to leave class during the **FIRST 10** minutes of class

No student is to leave class during **LAST 10** minutes of class

No leaving during **FIRST 10 min. of class**

**10/10
RULE**

No leaving during **LAST 10 min. of class**

SLIDESMANIA.COM

Per 4

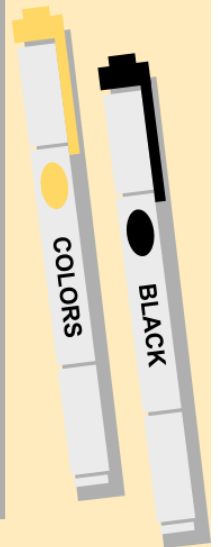
Skipping Policy

You will be marked as "SKIP" if...

- ★ You leave class without permission
- ★ You leave and do not return to class
- ★ You leave class for **longer than 10 minutes**
- ★ You are on campus but do not come to class

3 skips = teacher: calls parent/guardian; writes referral; notifies administrator and administrator gives lunch detention

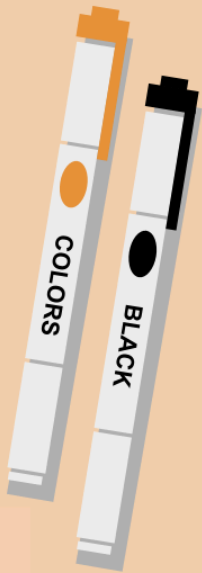
5 skips = parent/guardian conference with administration



Per 4



Portland Public Schools



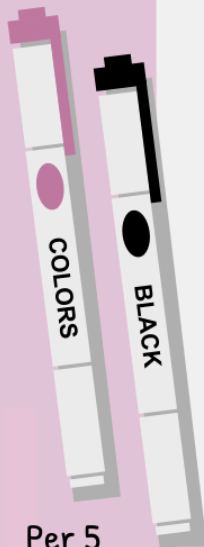
Written Hall Pass Policy

If you need to go to one of these places...

Office, library, counselor, social worker, nurse, or buddy classroom

- Raise your hand at an appropriate time
- Your teacher will write you a hall pass with the date and time
- Keep your pass in your hand when in the hallway
- Give it to the adult at your final destination

Per 5



Bathroom & Water

Pass

- Show the "B" or "W" hand signal at an appropriate time
- Your teacher will give you a lanyard
- Sign out and sign back in

Remember...

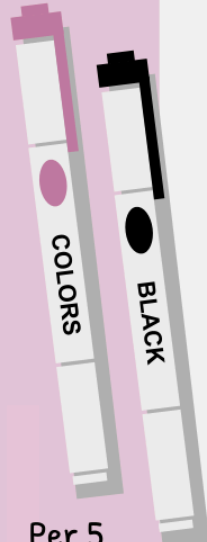
- ★ Restroom use is at teacher discretion
- ★ No bathroom/ water pass in first or last 10 minutes of class
- ★ Use the bathroom and fountain that is closest to your classroom
- ★ Students should return within 4 minutes

Per 5



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Bathroom cont..



Per 5

Remember...

- There are 2 gender inclusive bathrooms at RHMS
- one across from Dr. Willis's office, room 214
- one across from Ms Law's room 108

Hand Signals

Restroo



Water



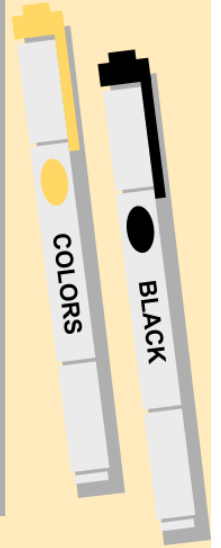
Per 5



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Enter Class and Do Now

- ★ Greet your teacher at the door and enter class at a Level 0 or Level 1
- ★ Take out your planner and record the learning target for the period
- ★ Begin working on the Do Now activity

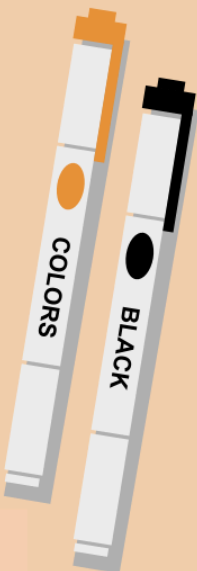


Per 6



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Voice Levels




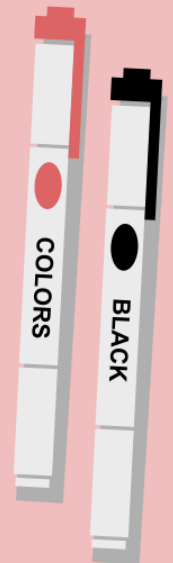
Level 0	Silent - for independent work
Level 1	Whisper - for partner work
Level 2	Soft Voice - for small group work
Level 3	Bold Voice - when addressing the class

Per 6

Discussion Protocol

How can you contribute to a class discussion and show that you are listening?

- 
- 1) Look at the speaker
 - 2) Listen attentively
 - 3) One mic (only one speaker at a time)
 - 4) Use evidence from the text or video to support your ideas



Per 6



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Teaching Common Area Expectations

All students are taught the common area expectations at least three times a year, after long breaks.

2025-2026 RHMS Common Expectations

SCHOOLWIDE (TIER 1) CLIMATE PRACTICES

Each Roseway Heights Middle School student deserves to come to school and feel seen, safe and valued. In order to make this happen, adults across the school intentionally support all students by implementing the following:

- A warm greeting by name each morning or period
- Classroom Community Agreements
- Clear classroom expectations taught, practiced and acknowledged
- Common Area Expectations lessons three times per year
- Community Circles or Caring School Community Morning Circle and Weekly Class Meetings/Community Chats
- School counselor classroom lessons
- Social Emotional Learning practices in core content areas:
 - Inclusive Welcome
 - Engaging Strategies
 - Optimistic Closure
- SEL curriculum implementation: Wayfinder, Caring School Communities, or We Do It for the Culture
- Calming spaces in each classroom
- Flexible classroom seating
- [Restorative Think Sheets](#)
- Positive communication with caregivers

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. **Caregivers 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

PERSONAL ELECTRONIC DEVICES:

In alignment with the new PPS board policy, students must keep personal electronic devices off and away throughout the school day. This includes cell phones, tablets, smart watches, and similar devices. This is reflected in our school’s behavior matrix and discipline flowchart, linked below.

[RHMS’ Phone/Personal Electronic Device Policy](#)

BEHAVIOR DEFINITIONS AND DISCIPLINE PRACTICES

Roseway Heights Middle School has created and aligned around behavior definitions and discipline practices to describe how staff will consistently respond to unexpected behaviors. If a student is escalated such that the flowchart below does not meet their needs, they may utilize the school's de-escalation space. De-escalation spaces are a predesignated non-punitive space in the school, not the classroom, for students to de-escalate with adult support.

DISCIPLINE/SUPPORT Definition Matrix		
	STAGE 1	STAGE 2/3



<p>BASIC INFO</p>	<p>Level-1 referrals are for documentation of low-level behavior issues.</p> <p>In this situation, the teacher writes the referral and contacts home.</p> <p>Level-1 do not go to administration.</p>	<p>Level-2 and level-3 referrals are to document more serious behavior issues and/or chronic issues. This is where more of a team response is needed.</p> <p>Teachers should be contacting home before they write the referral so that they can indicate the response from home on the referral.</p> <p>Please note, if you are writing a level-2 referral for chronic low-level behavior, you will need to make sure that you've written three or more Level-1 referrals first to help document the pattern.</p>	
<p>BEHAVIORS FOR EACH STAGE</p>	<p>STAGE 1</p> <ul style="list-style-type: none"> Bothering/pestering Cheating Damaging property Excessive talking Mild defiance Mild cursing Not following directions Play fighting Pushing or shoving Running Taking other's property Teasing/put-downs 	<p>STAGE 2</p> <ul style="list-style-type: none"> Abusive/profane language Class cutting/leaving without permission Deliberate misuse of property Display of patently offensive material Disruptive conduct Forgery Gambling Harassment: bullying Inappropriate use of technology Indecent (obscene) gesture Insubordination Interference with school personnel Intimidation Loitering Off limits Open defiance Plagiarism/ cheating Possession of prohibited item Possession/use of stolen property Reckless behavior Tardiness Theft: minor Truancy Vandalism: minor Willful disobedience 	<p>STAGE 3</p> <ul style="list-style-type: none"> Alcohol/drug Arson or attempted arson Assault/menacing Battery Bomb threat Burglary Extortion False fire alarm Fighting Firecrackers/explosives Harassment: sexual Indecent exposure Robbery Theft: major Tobacco, use and/or possession Vandalism: major Weapons: dangerous, deadly, firearm, simulated, possession, use, threat with weapon
<p>HOW TO INPUT REFERRAL</p>	<ol style="list-style-type: none"> 1. Go to Synergy 2. Click down arrow next to Home (top left) 3. Choose "Incident Referral" 4. Input the information. In the "Refer To" section, put yourself in there. 	<ol style="list-style-type: none"> 1. Complete this google form . 2. If possible, contact home before completing this referral form so that you can indicate the contact on the form. 3. Interpretation Services (Lion Bridge) 1-800-444-6627 give them RHMS Code: 2275-5782, and tell them which language you need. 	
<p>CHRONIC PROBLEM /TIER 1</p>	<p>★ For help with a chronic behavior that disrupts your class, please complete this</p>		



DISCIPLINE POLICIES

Roseway Heights Middle School has created and calibrated around a flowchart to describe how staff respond to unexpected behaviors. If a student is escalated such that the flowchart below does not meet their needs, they may utilize the school's de-escalation space in room 169. Students will be accompanied by two staff members: an administrator, SMS, QMHP, and/or a wellness staff member.

[Discipline Flowchart](#)





RHMS Discipline Flowchart



Unexpected Behavior



Is the behavior Stage 1 (staff-supported) or Stage 2/3 (admin-supported)?

Stage 1

To improve behavior, implement three support strategies.

Student remains in class

Responsibilities
Teacher
 -Implement support strategies
 -Complete Stage 1 in Synergy
 -Contact Family
Administration
 -No immediate response
 -SIT will track for possible future response

Repeated Stage 1's
3 Stage-1's may = one Stage 2 referral

Defining & Classifying Behaviors
 More complete list on Behavior Matrix (page 6 of [Climate Plan](#))

Minor/Stage 1 Classroom-managed	Major/Stage 2/3 Admin-supported
Swearing/vulgarity Vandalism/Theft Classroom disruptions Not following directions Pre-harassment/teasing Touching others/play fighting Tardies	Swearing/vulgarity Vandalism/theft Chronic/serious class disruption Defiance/insubordination Harassment Fighting/Assault Elopement/Skipping

Stage 2/3

If situation is physically safe
 Student remains in class, teacher implements support strategies

If situation is physically unsafe, call the office for immediate response

Responsibilities
Teacher
 -Call office for support if unsafe or highly disruptive
 -Complete stage 2/3 Referral [Google Form](#)
 -Contact Family
Administration
 -Remove student if unsafe/highly disruptive
 -Investigate incident
 -Determine consequence
 -Contact family
 -Communicate with staff



**Purpose of All Student Behavior Responses:
De-escalate, Resolve, Restore, Re-teach, Return to Learning**

EFFECTIVE CLASSROOM PRACTICES PLANS

Every teacher will have an Effective Classroom Practices Plan (ECP Plan). These plans cover the essential features of effective classroom practices: Structure, teaching expectations, acknowledging positive behaviors, and supporting regulation & restorative practices.

Co-creating classroom practices reduces variability between classrooms and makes it more consistent for students. Teachers are given time to create aligned plans prior to the start of school and plans are shared with administration no later than the day before back to school night.

See sample plans Effective Classroom Practices Plans here.

[RHMS' Teachers ECP](#)

[Guest Teacher: My Class at a Glance](#)

[Guest Teacher Plan Template](#)

FEEDBACK AND ACKNOWLEDGEMENT SYSTEMS

Research shows that when staff observe and acknowledge students exhibiting expected behaviors, those behaviors will increase and unexpected behaviors will decrease. Specific praise is important in increasing the recurrence of expected behaviors. When observing expected behaviors in the common areas/ classrooms/ buses, all staff acknowledge students exhibiting our core values verbally, with specific praise, and by awarding Roseway Bucks, Golden Tickets, Students of the Month, WEB Assembly, and grade level assembly.

Description of our school-wide acknowledgement system:

- Updating

Family/Caregiver Involvement & Feedback Opportunities:

Family Involvement & Feedback

AUGUST	SEPTEMBER	OCTOBER
<ul style="list-style-type: none"> • Community Care Day: 8/16 @ 9am-12pm • *First Day for staff 8/20* • Community Connect Day: 8/21 	<ul style="list-style-type: none"> • Back to School Night • Community Dinner • Climate Team Meetings • Site Council Meeting 	<ul style="list-style-type: none"> • Community Dinner • Climate Team Meetings • PTA Meeting • Coming out week assembly



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<ul style="list-style-type: none"> @4:30-6pm ● 6th Grade Jump Start 8/26 ● First day for all students 8/27 	<ul style="list-style-type: none"> ● Welcome Assembly 9/5 ● Hispanic/Latino Heritage Month Assembly 9/19 	<ul style="list-style-type: none"> Oct 10th ● Attendance Challenge Celebration + Activity 10/19
<p style="text-align: center;">NOVEMBER</p> <ul style="list-style-type: none"> ● Dia de los Muertos Celebration activity in lunch/ in display case ● Conferences ● Community Dinner ● Community Meeting ● Climate Team Meetings ● PTA Meeting ● Native American Heritage Assembly 11/21 ● Grade Level 11/5-11/7 	<p style="text-align: center;">DECEMBER</p> <ul style="list-style-type: none"> ● PTA ● Climate Team Meeting ● Door Decorating 	<p style="text-align: center;">JANUARY</p> <ul style="list-style-type: none"> ● Community Dinner ● Climate Team Meetings ● Site Council Meeting ● PTA Meeting
<p style="text-align: center;">FEBRUARY</p> <ul style="list-style-type: none"> ● Black Excellence Celebration 2/20 ● Community Dinner ● Climate Team Meetings ● Successful School Survey ● PTA Meeting 	<p style="text-align: center;">MARCH</p> <ul style="list-style-type: none"> ● Community Dinner ● Climate Team Meetings ● Site Council Meeting ● PTA Meeting ● Women's History Month Celebration (posters etc) 	<p style="text-align: center;">APRIL</p> <ul style="list-style-type: none"> ● Community Dinner ● PTA Meeting ● Climate Team Meetings
<p style="text-align: center;">MAY</p> <ul style="list-style-type: none"> ● Community Dinner ● Climate Team Meetings ● PTA Meeting ● Rising 6th Grade Open House ● AAPI Month Assembly 5/15 ● Oaks Park Trip 5/29 	<p style="text-align: center;">JUNE</p> <ul style="list-style-type: none"> ● Site Council Meeting ● Climate Team Meetings ● Pride Month Assembly 6/1 ● BBQ/Kickball 6/3 ● Promotion 6/4 	

DATA THAT INFORMS OUR CLIMATE PLAN

Culturally Responsive Tiered Fidelity Inventory (CR-TFI) & Fidelity Implementation Tool (FIT)

This School Climate Plan is under continuous review using both the CR-TFI and domains in the FIT Assessment that pertain to strong and positive school culture and inclusive behavior/social emotional instruction. These tools guide the action planning for the implementation of a positive school climate and connect directly with this School Climate Plan and the School Continuous Improvement Plan.



Current Improvement Plans

- Based on our [FIT assessment](#) from 2023-2024, our improvement plan for this school year includes implementing the district's adopted curriculums and strengthening our system of support.
- [School Continuous Improvement Plan](#) will update on a regular basis

Successful Schools Survey (SSS)

- Completed once a year in November by all students (grades 3-12), staff, and caregivers.
- Reviewed by the School Climate Team and shared with staff, students and caregivers. Used to monitor and adjust climate initiatives.

Recent SSS data

- [2024-2025 Successful School Survey Results](#)

