

Elizabeth Hayhurst School



2026-2027

Climate and Culture Handbook

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Who we are:



At the Elizabeth Hayhurst School, we believe in the 4 C's:

- Community: Advocating for and learning from each other.
- Compassion: Seeking perspectives and listening to understand.
- Courage: Taking risks and being comfortable with discomfort
- Collaboration: Many hands, heads, and hearts working together.

Who we are:

Throughout the 2023-2024 school year, students, families, and staff collaborated to revisit and rewrite the mission and vision statements for the first time since 2011:

MISSION

Hayhurst School inspires enthusiasm, ignites curiosity, and empowers all students to create, take risks, and seek perspectives as they learn from and advocate for, each other.

VISION

Hayhurst School is a courageous, compassionate, and caring community where knowledge and collaboration lift students to exceed their dreams and make the world a better place.

As you walk through the building, you will see posters displaying the core values, mission, and vision. The core values are our “why,” the mission is the “how,” and the vision is the “what.” This work guides our decision making and serves as the brain of the Elizabeth Hayhurst School. As Simon Sinek once modeled:

THE GOLDEN CIRCLE AND THE BRAIN

Simon Sinek



Who She Was:

Educated in Oregon, Elizabeth Hayhurst was a teacher before beginning her 20-year career in advocacy. As the first President of the Oregon Parent Teacher Association, she frequently traveled across the state, where she learned from other programs, and implemented those aspects which best served the needs of Portland children. Additionally, Hayhurst:

- Formed the Women's Legislative Council to lobby on behalf of women & children.
- Led relief efforts for families who were hurt by a lumber industry depression in 1914-15.
- Worked to improved school design, including better textbooks and kindergartens.



Hayhurst Elementary School, dedicated in 1955, was named for this hardworking advocate of children's education.

WE ARE THE ELIZABETH HAYHURST SCHOOL.

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What is School Climate?

School Climate Overview

School Climate encompasses culturally relevant Positive Behavioral Interventions and Supports (PBIS), restorative practices and schoolwide social-emotional learning opportunities for all students in their classrooms. Racial equity and social justice is woven into all aspects of school climate to ensure that all students feel 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. Within an MTSS structure, all students receive sustaining universal supports (Tier I). Additional support is provided for students that need it through targeted interventions (Tier II), and individualized interventions (Tier III). These tiered academic and behavioral interventions help eliminate barriers to learning and enable every student to successfully reach their full potential.

Climate and the Core Values

Students need to understand and exercise our core values on a regular basis to master the skills to be successful and prepared to be college and career ready. All adults acknowledge and reinforce these core values when interacting with students.

Our core values are woven into our regular teaching practices in every lesson and in every class period throughout the grade levels. Staff name them consistently and strategically teach and review our core values throughout the school year.

[Cafe](#)
[Bathroom](#)
[Recess](#)
[Hallway](#)
[Assembly](#)

Additionally, posters are displayed throughout the building's common areas, informing students of the expectations:

Hayhurst Expectations:
the BATHROOM

Go 

Flush 

Wash 

Leave 

 Courage * Collaboration * Community * Compassion

Hayhurst Expectations:
the CAFETERIA

Eat 

Chat  1-2

Clean 

Leave 

 Courage * Collaboration * Community * Compassion

Hayhurst Expectations:
the HALLWAY

Walk 

Honor  0-2

Care 

Intend 

 Courage * Collaboration * Community * Compassion

Hayhurst Expectations:
RECESS

Play 

Share 

Listen 

Clean 

 Courage * Collaboration * Community * Compassion

Hayhurst Expectations:
ASSEMBLIES

Sit 

Listen 

Clap 

Follow 

 Courage * Collaboration * Community * Compassion

How is School Climate supported?

Schoolwide (Tier 1) Climate Practices

Each Hayhurst 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
- Classroom Community Agreements
- Community Circles
- “High Five” tickets to acknowledge expected behavior
- School counselor classroom lessons
- Social Emotional Learning classroom lessons
- Common Area Expectation lessons three times per year
- Calming spaces in each classroom
- Flexible seating
- Think Sheets to help reflect on behavior

Student Intervention Team: Additional Behavior & Academic Supports (Tiers II & 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 & III behavior and Tier III academic interventions as 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 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	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.

Defining Stage 1 and Stage 2/3 Behaviors

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 & Classifying Behaviors		
Low Level Behaviors (On the Spot Managed Behaviors)	Minor/Stage 1 (Classroom Managed Behaviors)	Major/Stage 2/3 (Office Managed Behaviors)
Response: Simple redirections, support strategies and teachable moments	Response: PPS Stage 1 report used and <u>teacher contacts guardian</u> (repeated "on the spot" become Stage 1)	Response: Stage 2/3 referral completed by <u>teacher</u> . <u>Admin contacts guardian</u> . Administrative decisions may be applied.
Language • Language "slips" • Inappropriate non-swearing language • Student repeats language but doesn't understand its meaning	Swearing/Vulgarity Stage 1: Mild Cussing • Chronic use of swear words • Use of obscene hand gestures • Minor suggestive/sexual talk	Swearing/Vulgarity Stage 2-3: Indecent Gesture OR Language Abusive/Profane • Use of swear words directed at others • Repeated obscene/offensive gestures • Repeated or explicit/offensive sexual talk • Threatening conversation
Vandalism/Theft/Misuse of Property • Careless accident • Teasingly taking others possessions • Writing on desk with pencil or on whiteboard with dry-erase without permission • Climbing on bathroom stalls, throwing paper towels	Vandalism/Theft/Misuse of Property Stage 1: Damaging Property OR Taking Other's Property • Thoughtlessly damaging can be easily fixed w/little time or no cost. • Taking others' possessions w/o intent to be hurtful to anyone else (items may be returned)	Vandalism/Theft/Misuse of Property Stage 2-3: Technology, Use Violation, Theft, OR Property Damage • Taking others possessions to keep • Purposefully damaging property- may be timely or costly to fix
Classroom Annoyances • Lack of focus • Noise making and/or talking • Out of seat • Cutting in line	Classroom Disruption Stage 1: Excessive Talking, Bothering/Pestering, Mild Defiance OR Not Following Directions • Repeatedly off task, calling out that interrupts instruction	Chronic/Serious Classroom Disruption Stage 2-3: Disruptive Conduct

Defining & Classifying Behaviors

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	Argumentative with or repeated interruption of peers/ adults	Disruptions where an area of or the entire room needs to be cleared
Reluctant Compliance Initially resisting or ignoring directions	Ignoring Instructions Stage 1: Mild Defiance OR Not Following Directions - Repeatedly and intentionally ignoring reasonable requests - Significant talk back	Defiance Stage 2-3: Insubordination OR Defiance/Disobedience - More aggressive body and/or verbal language - Chronically ignoring reasonable requests from staff members
Teasing - Altering names without it being racially, sexually, or any other seriously insulting innuendo. (Nonsense teasing) - Annoying on purpose: bothering/pestering (non-sexual, non-racial)	Harassment Stage 1: Teasing/Putdowns OR Bothering/Pestering - Put Downs or “roasts” - Threatening stares - Mean-spirited teasing - Personal verbal attacks	Harassment/Bullying Stage 2-3: Harassment/ Bullying OR Language: Abusive/Profane - Documented patterns of put downs or personal attacks - Threats/extortions, encouraging others to fight - Ethnic/racist, disability related, sexual orientation, gender, religious- based remarks - Sexual Harassment- sexually explicit/ suggestive writing, drawings, actions, words
Hands/Feet/Objects to Self - Poking or pushing - Pinching or jostling - Throwing small class materials (NOT at someone) - Dunking - Retaliation as above	Rowdiness Stage 1: Play Fighting OR Pushing/Shoving - Play wrestling, body holds, light kicking, light hitting, shoving - Pre-fighting: aggressive posturing, pushing, grabbing clothing, spitting AT someone - Throwing materials that could injure or throwing materials AT another person - Play fighting	Fighting/Aggression Stage 2-3: Threat Causing Fear of Harm, Physical Attack/Harm OR Physical Contact-Inappropriate - Hitting/kicking/punching/ pushing with the intent to seriously harm - Hair-pulling or spitting ON someone - Treating objects as weapons with the intent to harm - Repeated play fighting

Defining & Classifying Behaviors		
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Response: Simple redirections, support strategies and teachable moments	Response: PPS <u>Stage 1</u> report used and <u>teacher contacts guardian</u> (repeated “on the spot” become Stage 1)	Response: Stage 2/3 referral completed by <u>teacher</u> . <u>Admin contacts guardian</u> . Administrative decisions may be applied.
Attendance • Leaving class without permission	Attendance • Repeatedly leaving class without permission	Elopement • Leaving campus without permission

Responding to Behaviors

Behavior is communication. When responding to behaviors, staff implement restorative justice practices, and seek to understand what the behavior was attempting to communicate. The below table contains the primary approaches used, but is not an exhaustive list. Additionally, “repeated” instances of the same or similar behavior will be considered in groups of 3: three low levels may equal a stage 1; three stage one referrals may equal a stage two, etc. Every three weeks, a student gets a “fresh start” and previous behavior instances are not counted towards the repetition, unless a clear pattern emerges.

	Low Level Behaviors (On the Spot Managed Behaviors)	Minor/Stage 1 (Classroom Managed Behaviors)	Major/Stage 2/3 (Office Managed Behaviors)
Supports and Interventions	• Acknowledgement of expected behaviors • Positive narration of other students engaged in expected behavior • Reteach rule • Gentle reprimand • Keep in proximity • Pre-correction • Private redirection • Sensitive use of humor • Praise for taking responsibility • Identify replacement behavior • Modify/differentiate work	• Class circle/community meeting • Increase ratio of acknowledgements to corrections (5:1) • Use menu of positives/corrections • Classroom Climate Tool	Possible SIT Process & Tier 2 Interventions • CICO check-in/check-out • Breaks are Better • Affirmations • Social-Emotional Skills groups • Mentor at school/check and connect Possible Tier 3 Interventions • Suspension • Use of de-escalation space • Safety plan • FBA/BSP

Restoration and Accountability	• Restorative chat and dialogue • Change seating • Family contact • Time out (in-class) • Loss of privilege • Active but restricted recess/activities (ex: “walk the perimeter”) to provide an opportunity for reflection • Informal behavior contract	• Repair Reflection • Restorative inquiry and conversation with student(s) involved followed by tangible repairing of harm • Time out/Partner Class Reset with (out of class-less than 15 minutes) • Parent contact and documentation • Structured or restricted recess • Loss of privilege	• Restorative process and parent communication • Admin follow-up with staff • Class circle/community meeting • Restorative Community Service • Loss of privilege • In-school suspension • Consequence/Dispositions determined by admin/designee according to Student Rights & Responsibilities Handbook
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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** students when they are following the expectations
3. Instructionally **correct** and **reteach skills** to students 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. In order to ensure that PBIS is culturally responsive, Hayhurst systematically assesses and reviews student and family voices and adjusts our practices to reflect the needs of our community.

Restorative Practice

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?

Racial Equity & Social Justice (RESJ)

Our RESJ work is intentionally focused on increasing classroom engagement for every student and our capacity for being culturally competent in our instructional practices and inclusive of our diverse population.

“We believe in the fundamental right to human dignity and that generating an equitable world requires an educational system that intentionally disrupts—and builds leaders to disrupt—systems of oppression.” - From the [PPS reImagined 20](#)

Feedback and Acknowledgement Systems

Research shows that when staff observe and acknowledge students exhibiting appropriate behaviors, those behaviors will increase and misbehaviors will decrease. Specific praise is extremely important in increasing the recurrence of appropriate behaviors. When observing appropriate behaviors in the common areas/ classrooms/ buses, all staff acknowledge students exhibiting our core values verbally and by providing them with a Hayhurst High Five along with specific praise.

HAYHURST HIGH FIVE!!	
NAME: _____	
DATE: _____	
☐ COURAGE	☐ COMPASSION
☐ COMMUNITY	☐ COLLABORATION

But the High Five is just the beginning! Teachers have their own individual rewards systems set up in the classroom that acknowledge individual students as well as table groups and classwide rewards. Please check in with your teacher to learn about their acknowledgement system.

In addition to the classroom systems, we also have a schoolwide system of acknowledgement. Every Friday, High Fives are pulled during each grade's lunch block, and those selected may choose from a small assortment of prizes (i.e., slime, a matchbox car, mini-slinky, etc.). Once a month, the school will also hold our “Golden Awards” assembly. Here, classes are acknowledged for demonstrating the 4 C's throughout the school day. The class who has gone above and beyond in an area will win the Golden Award for that category:

- | | |
|------------------------------------|--|
| ● <u>Paintbrush</u> : Art class | ● <u>Heart</u> : SEL class |
| ● <u>Rings</u> : PE class | ● <u>Spoon</u> : Lunch |
| ● <u>Note</u> : Music class | ● <u>Ball</u> : Recess |
| ● <u>Book</u> : Library class | ● <u>Broom</u> : Classroom cleanliness |
| ● <u>High Five</u> : Most High 5's | ● <u>Dog</u> : Best Attendance |

During these assemblies, each teacher will also acknowledge an individual student of their choosing for their classroom contributions in the previous month. These students will receive a

certificate for their hard work and commitment to the Hayhurst mission, vision, and core values and get their picture taken with Hay Hay, our mascot. Families are invited to participate in the Golden Awards! For the most part, each assembly will occur on the last Friday of the month, from 8:00-8:20 in the cafeteria. Please see the calendar under “Family Involvement” for dates!

Finally, the school will also collect High Fives to place in Hay Hay’s “Water Bottle.” This collection of 5-gallon water jugs is marked with lines which indicate different goals. When students collect enough tickets to meet a goal, an incentive is earned. Potential incentives are determined by students, but have previously included a schoolwide movie day, a dance party, and extra recess.

Family Involvement

Hayhurst believes schools are successful when families are active participants in their child(ren)’s education. As such, one of the many ways Hayhurst supports family engagement is through monthly community events. Below is a select calendar of items for the 2024-2025 school year. A complete calendar can be found on our website.

AUGUST ● <u>7</u>: Kinder Popsicle Playdate and Concert in the Park ● <u>15</u>: Community Cares Day ● <u>22</u>: K Popsicle Playdate	SEPTEMBER: Latinx/Hispanic Heritage Month ● <u>11-25</u>: SWAG sale ● <u>14</u>: PTO Meeting ● <u>18</u>: Back to School Picnic ● <u>24</u>: Back to School Night ● <u>25</u>: Golden Awards	OCTOBER ● <u>5</u>: PTO Meeting ● <u>23</u>: Monster Mash Fun Run ● <u>23</u>: Trunk or Treat ● <u>23</u>: Golden Awards
NOVEMBER: Indigenous Peoples’ Heritage Month ● <u>2</u>: PTO Meeting ● <u>20</u>: Golden Awards	DECEMBER ● <u>1-14</u>: Family Holiday Support Drive ● <u>7</u>: PTO Meeting ● <u>14-18</u>: Spirit Week ● <u>18</u>: Golden Awards	JANUARY ● <u>12</u>: PTO Meeting ● <u>15</u>: Day of Service ● <u>21</u>: K-2 Music Showcase ● <u>30</u>: Golden Awards
FEBRUARY: Black History Month ● <u>1</u>: PTO Meeting ● <u>4-9</u>: A. Bloom’s Book Sale ● <u>12</u>: Sweetheart Dance ● <u>26</u>: Golden Awards	MARCH: Women’s History Month ● <u>1</u>: PTO Meeting ● <u>11</u>: Connect to Kinder ● <u>13</u>: Garden Work Party ● <u>19</u>: 5th Grade Play ● <u>19</u>: Golden Awards	APRIL: Arab American Heritage Month ● <u>5</u>: PTO Meeting ● <u>15</u>: Connect to Kinder ● <u>30</u>: Golden Awards
MAY: Jewish & Asian/Pacific Islander Heritage Month ● <u>3</u>: PTO Meeting ● <u>6</u>: Science Fair ● <u>13</u>: Art Show		JUNE: Pride Month ● <u>1</u>: PTO Meeting ● <u>4</u>: Carnival ● <u>7</u>: 5th Grade Promotion ● <u>8</u>: Field Day

Family Feedback & Fidelity Data

Our school’s climate is under continuous review using both the different assessments which measure 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. One of the most important of these is the Successful Schools Survey.

Successful Schools Survey (SSS)

This acts as a summative (end of year) assessment of how our work is progressing. In general, this is completed once a year in May by all students (grades 3-12), staff, and families. It is VITALLY important that as many stakeholders as possible participate, so that the data is accurate and reflective of our diverse community. The data from this survey is used to monitor and adjust our climate initiatives for the following year.

Included below are three domains: academic perception, school climate, and school safety. Next to each of these, you’ll see three data points. The first is the overall percentage of favorable responses for each stakeholder group (e.g “95% of family members indicated a favorable academic perception of Hayhurst”). Next to that is how Hayhurst compares to other schools in PPS; a “+” means we have outscored PPS, a “-” means we have underperformed, and a “0” means Hayhurst and PPS are equal. The final column shows our growth or loss in the percentage of favorable responses that were received in the 22-23 school year (e.g. “The number of favorable responses from family members on their academic perception of Hayhurst has grown 2 points from the 2022-2023 school year”). The data below was collected in May of 2024:

Academic perception

 Family Members Family Survey	95% 	+3	▲ 2	
 Teachers & Staff Instructional Staff	100% 	+6	▲ 14	
 Teachers & Staff Non-Instructional Staff	93% 	+2	▼ 7	
 Students Elementary (3-5)	90% 	0	▼ 3	

School Climate

 Family Members ⓘ Family Survey	72%	+6	▲ 2	
 Teachers & Staff ⓘ Instructional Staff	92%	+40	▲ 27	
 Teachers & Staff ⓘ Non-Instructional Staff	75%	+23	▲ 11	
 Students ⓘ Elementary (3-5)	60%	+3	▼ 5	

School Safety

 Family Members ⓘ Family Survey	80%	+6	▼ 4	
 Teachers & Staff ⓘ Instructional Staff	76%	+16	▲ 14	
 Teachers & Staff ⓘ Non-Instructional Staff	73%	+9	▲ 10	
 Students ⓘ Elementary (3-5)	68%	+7	▲ 3	

Who supports Climate at Hayhurst?

Instructional Leadership Team Climate, Equity, and Culture Committee

The Hayhurst Climate and Culture Committee meets one to 2 times a month to review data and make adjustments to schoolwide initiatives. The current members of the committee include:

School Role	Name
Principal	DC Re-Bloom
Counselor	Hilary Miller
Social Worker	Holly Matthews
SCS	Deborah Crews
1st Grade	Kevin Cunningham
2nd Grade	Amy Kowalski
3rd Grade	Marie South
5th Grade	Jade Stoffan

Their work includes, but is not limited to:

- Accessing all stakeholders to promote school values
- Reviewing and teaching common area expectations for all parts of the building. These expectations will be reviewed with students:
 - First week of school
 - First week back from Winter Break
 - First Week back from Spring Break
- Maintaining schoolwide acknowledge system and running the Golden Awards
- Leading professional development around CR-PBIS, RJ, and RESJ
- Analyzing data and making adjustments to climate initiatives

And Viewers Like You

Hayhurst students benefit when all adult caregivers in their lives are active participants in their learning. Families support our school climate as much as staff and committees do. Please stay in touch and reach out if there are areas of growth you notice or additional support you can provide. There are numerous ways to stay in communication and multiple paths for involvement. Some of these include:

Communication Options	Involvement
• Email: DC- drebloom@pps.net • Phone: 503-916-6300 • SMore (weekly school newsletter) • Website • Parent Square	• Join our AMAZING PTO • Volunteer! This link will take you to the PPS volunteer application page. Volunteers MUST complete a new application every 3 years. • Become a member of the Site Council • Attend a bi-monthly Coffee Cart or monthly Coffee with the Principal

We work best, when we all work together. We look forward to connecting and collaborating to make the 2026-2027 school year the best year ever!