Lincoln High School

Home of the Cardinals

Principled • Caring • Resilient

SCHOOL CLIMATE HANDBOOK
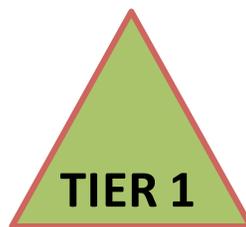
TIER 1

2016-2017

Introduction

The **Lincoln High School Tier 1 School Climate Handbook** is intended to provide educators, administrators, students, family members and school district officials, an in-depth inventory of the evidence-based programs and strategies which enable all members of our school community to thrive. Lincoln has a long-standing commitment to high standards of excellence and positive school climate, to which we attribute the student successes reported in the Oregon Department of Education annual Report Card and other sources.

The importance of maintaining a safe and welcoming school climate, in which all students are respected, valued and supported, is deeply imbedded in our school culture. Lincoln's school climate team, in effect, consists of *all* administrators, faculty members, building employees, student leaders, and other community members who embrace our school's values and model appropriate behaviors every day. Therefore, the formation of a "School Climate Team," simply adds a layer of oversight and a reporting mechanism for systems that are already in place and functioning at a high level at our school. We hope that this document adequately represents the on-going school climate efforts at Lincoln High School and its multi-tiered system of supports.

Table of Contents

Portland Public Schools

What Is School Climate?

There is growing appreciation that school climate—the quality and character of school life—fosters children's development, learning and achievement. School climate is based on the patterns of people's experiences of school life; it reflects the norms, goals, values, interpersonal relationships, teaching, learning and leadership practices, and organizational structures that comprise school life. The increased attention to school climate reflects both the concern for improving schools and the need for preparing students to address the myriad of challenges they will face in the 21st century.

A growing body of empirical research shows that a sustainable, positive school climate reduces dropouts and fosters youth development and academic achievement, as well as the knowledge, skills, and dispositions necessary for students to be responsible and productive members of society. All learners want and need to be safe and happy: to be supported, cared for, valued, appropriately challenged and engaged in ways that touch our hearts as well as our minds. Empirical research has also shown that when school members feel safe, valued, cared for, engaged and respected, learning measurably increases, and staff satisfaction and retention are enhanced.

The practices included in this Handbook are designed to promote a positive climate that fosters the environment which ensures all students have an equal opportunity to succeed and become socially conscious and ethical members of society. Furthermore, such practices play a critical role in the graduation of young people who will go on to lead satisfying lives, care about the common good, engage in the democratic process, possess the skills and abilities to work with others in the workplace and in their communities, and who are productive members of society.

Portland Public Schools

Guiding Principles of School Climate
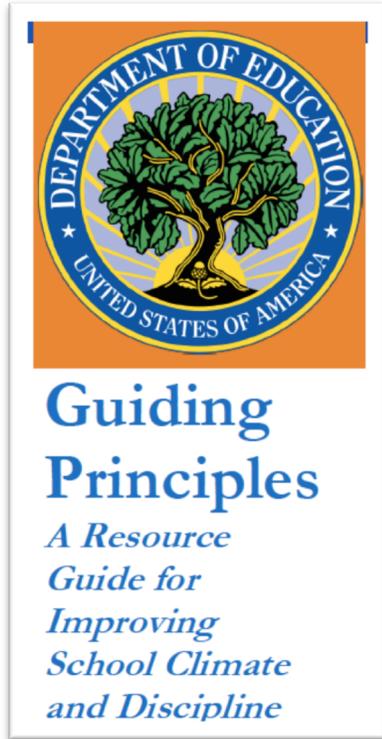
U.S. Department of Education

The U.S. Department of Education* sets forth three guiding principals as the pillars of school climate (1) Climate and Prevention, (2) Clear, Appropriate, and Consistent Expectations and Consequences, and (3) Equity and Continuous Improvement. (US DOE)

Principle 1: Climate and Prevention: Schools that foster positive school climates can help to engage all students in learning by preventing problem behaviors and intervening effectively to support struggling and at-risk students.

Principle 2: Expectations and Consequences: Schools that have discipline or codes of conduct with clear, appropriate, and consistently applied expectations and consequences will help students improve behavior, increase engagement, and boost achievement.

Principle 3: Equity and Continuous Improvement: Schools that build staff capacity and continuously evaluate the schools discipline policies and practices that are more likely to ensure fairness and equity and promote achievement for all students.

Lincoln fully embraces the US Department of Educations guiding principals and engages in evidence based practices consistent the

*U.S. Department of Education, *Guiding Principles: A Resource Guide for Improving School Climate and Discipline, Washington*, D.C., 2014. www.ed.gov/school-discipline

Portland Public Schools

Portland Public Schools

The PPS School Climate model encompasses CR-PBIS (Culturally-Responsive Positive Behavioral Interventions & Supports), Restorative Practices with the lens of Equity and practices of CARE (Collaborative Action Research for Equity).
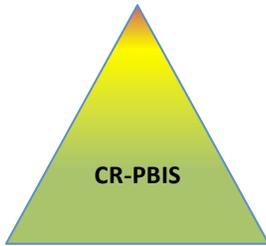
CR-PBIS

The Lincoln School Climate Team uses the CR-PBIS Framework (Culturally Responsive Positive Behavioral Interventions and Supports) to support the development of classroom and school culture where each and every student knows they belong in an academic and socially engaging school community. The team supports teachers and school leaders in partnering with families and communities around the climate and culture of our school.

CR-PBIS is a three-tiered proactive and instructional approach to discipline that integrates restorative practices through a racial lens. Tier 1 consists of school policies and practices that pertain to all students. Tier 2 of the PBIS triangle model provides additional targeted interventions to support that percentage of students who do not sufficiently respond to Tier 1 strategies. The focus of Tier 2 is to provide intensive support through a student screening process for students who are at-risk academically or behaviorally and universal interventions prove insufficient. Tier 3 focuses on the individual needs of students who exhibit ongoing patterns of problem behaviors which are unresponsive to Tier 1 and 2 strategies and typically require intensive intervention.

Lincoln HS Multi-Tiered System of Support for Behavior

TIER 3
Intensive
Academic Coaching
DBT Skills Instruction
Mental health counseling
Safety Plan
Social Thinking Curriculum

TIER 2
Reconnecting Youth Class
Peer Mediation
Check-in/Check-out (CICO)
FBA (12 Questions)
Attendance Contracts
AVID Elective
Academic Study Center
Double Blocked Academics
Credit Recovery
Differentiated Instruction

TIER1
RESPONSE Suicide Prevention
Anti-Bullying
Mindfulness Classes
School Nursing Services
Counseling Resources
Research Based Health Curricula
Collaborative Problem Solving
Restorative Justice
PBIS Character Traits
Active Supervision
Student Unions - Diversity Clubs
Parent/Teacher Conferences
Student Rights & Responsibilities Handbook
Library/Tutoring Center
AVID Strategies
Health Action Network

School-Wide PBIS provides a positive focus to encouraging desirable student behaviors resulting in positive climate which maximizes learning. A set of universal expectations for behavior, positively stated, are established for all students in all locations of the school. These expectations promote the core values embraced by members of our school community, namely **Principled**, **Caring** and **Resilient**.

PPS is committed to establishing CR-PBIS in all schools across the district. When fully implemented, this multi-tiered approach can reduce suspensions, decrease disproportional discipline rates, improve school climate, increase teacher effectiveness, and support better educational outcomes for all students.

Lincoln's implementation of a culturally responsive School Climate Plan/Student Conduct and Discipline Plan is assessed using the SWPBIS Tiered Fidelity Inventory (TFI). The purpose of the TFI is to provide a valid, reliable, and efficient measure of the extent to which schools are applying the core features of CR-PBIS.

The following chart lists the TFI Tier elements included in our school climate plan and itemized in this handbook.

Summary of Tiered Fidelity Inventory (TFI) Core Features

Tier 1 Universal Features		
Team	**Implementation**	**Evaluation**
Team Composition	Behavioral Expectations	Discipline Data
Team Operating Procedures	Teaching Expectations	Data-based Decision Making
	Problem Behavior Definitions	Fidelity Data
	Discipline Policies	Annual Evaluation
	Professional Development	
	Classroom Procedures	
	Feedback and Acknowledgement	
	Faculty Involvement	
	Student/Family/Community Involvement	

RESTORATIVE PRACTICES

Restorative Practices

Restorative Practices, also referred to as Restorative Justice, is a program based on respect, responsibility, relationship-building and relationship-repairing. The intention is to build trusting relationships and offer restorative alternatives to punitive discipline.

It focuses on mediation and agreement rather than punishment. It aims to keep students in school and to create a safe environment where learning can flourish. If a student misbehaves and a restorative justice system is in place, the offending student is given the chance to come forward and make things right. Restorative practices promotes inclusiveness, relationship-building and problem-solving, through such restorative methods as circles for teaching and conflict resolution to conferences that bring victims, offenders and their supporters together to address wrongdoing. Instead of punishment, students are encouraged to reflect on and take responsibility for their actions and come up with plans to repair harm.

Restorative Inquiry is an essential restorative practice. A series of guiding questions are asked: (1) What happened? (2) Who was affected/impacted? (3) What can be done to make and keep things right? (4) How can others support you?

Portland Public Schools

EQUITY/CARE

Equity & CARE

This handbook is intended to inform our school community of the processes that support the reduction of exclusionary discipline to provide our students with equitable access to education. 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.

"Portland Public Schools is committed to academic excellence and personal success for all students. Central to this commitment is educational equity. We are committed to providing instruction with the rigor, cultural relevance, and relationships that ignite the potential of each and every student. In order to do so, we must shift our practices to see students as individuals—including their race, their language, their gender, their sexual orientation, and their various abilities.

This work is necessary to serve a diverse student body well and prepare every student to navigate and compete in a culturally rich society and global economy, now and into the future."

Chief Equity Officer, Lolenzo Poe

Racial Equity Lens

Objective: By utilizing a racial equity lens, Portland Public Schools aims to (a) provide a common vocabulary and protocol for evaluating policies, programs, practices and decisions for racial equity and (b) produce policies, programs, practices and decisions which result in more equitable outcomes.

Procedure: For any policy, program, practice or decision, consider the following five questions:

1 Who are the racial/ethnic groups affected by this policy, program, practice or decision? And what are the potential impacts on these groups?

2 Does this policy, program, practice or decision ignore or worsen existing disparities or produce other unintended consequences?

3 How have you intentionally involved stakeholders who are also members of the communities affected by this policy, program, practice or decision? Can you validate your assessments in (1) and (2)?

4 What are the barriers to more equitable outcomes? (e.g. mandated, political, emotional, financial, programmatic or managerial)

5 How will you (a) mitigate the negative impacts and (b) address the barriers identified above?

Portland Public Schools

Tier I Team

Main Idea: Teams need people with multiple skills and perspectives to implement PBIS well.

School Climate Team including a school administrator, a family member, and individuals able to provide (a) applied behavioral expertise, (b) coaching expertise, (c) knowledge of student academic and behavior patterns, (d) knowledge about the operations of the school across grade levels and programs, and for high schools, (e) student representation,(f) that reflect student and community demographics.

Name	School Role	Team Role/Expertise
Dave Clingan	*School Counselor*	Team Facilitator
Peyton Chapman	*Principal*	Administrator
Sean Mailey **Alfredo Quintero**	*Vice Principal* *Vice Principal*	Behavior, Attendance & Discipline
Dawn Gordon **Marquita Gusman**	*Parent* *School Counselor*	Family Engagement
Jim Hanson	*School Psychologist*	Behavior, Social/Emotional Health
Kathleen Paradis	*School Climate TOSA*	Coaching, Support
Jessica Mallare	*Teacher*	Equity, PD
Ginger Taylor **JoAnn Wadkins** **Steve Pape**	*Vice Principal* *IB Coordinator* *Teacher*	Academics, Teaching & Curriculum
Akili Kelekele	Student, BSU	Student

Summary of group demographics: Hispanic: 2, African American: 2, LGBTQ: 1, White: 7

1.2 TEAM OPERATING PROCEDURES

Main Idea: Specific features are necessary to ensure meetings are effective for action planning & tracking progress.

School Climate Team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.

Lincoln's School Climate Team will meet to address major school climate topics as a group as needed, and meet in smaller subgroup as need to address specific issues that do not require the presence of the entire team. All important decisions and information pertinent to our school climate work will be shared with all members of the team via email.

Climate Team Meeting Schedule

Month	Date/Time	Room	Topics/Minutes
September	9/16		School Climate Planning
	10/18		CAP Plan – TFI integration
November	11/22		TFI Self-Assessment
December			
January	1/23		Review: Team Composition/Leadership, School Climate Handbook and Action Plan
February	TBD		TFI Assessment #1, SEM 1 Data Review
March	3/13		SC Task Progress Report, Survey Review, TFI
April	TBD		Staff Handbook Review
May	TBD		TFI Assessment #2
June	TBD		Annual Report Discussion

Portland Public Schools

Tier I Implementation

1.3 BEHAVIORAL EXPECTATIONS

Main Idea: Having school-wide, positive expectations is among the best ways to establish a positive social culture.

School has five or fewer positively stated behavioral expectations and examples by setting/location for student and staff behaviors defined and in place, posted by area, bilingual when relevant. Expectations are inclusive and affirming of all qualities of our students, and are developed with student and family input.

Lincoln's school climate plan was developed collaboratively with teachers, counselors, staff and administration, focusing on the IB learner profile traits of being **principled**, **caring** and **resilient**. We hope to teach and encourage all Lincoln students and community members to practice and model these traits in their everyday lives. Posters have been made and distributed throughout the building in order to make them visible to students and send a consistent message for all.

Lincoln High School: Developing Global Leaders
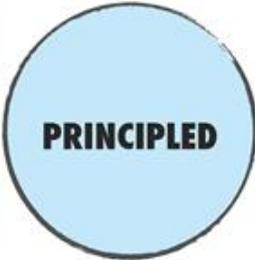
PRINCIPLED — We act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. We take responsibility for our own actions and the consequences that accompany them.

CARING — We show empathy, compassion and respect towards the needs and feelings of others. We have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

RESILIENT — We approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. We learn from our mistakes and our successes.

IB Learner Profile

Balanced · Resilient · Thinkers · Principled · Communicators · Open-minded · Inquirers · Caring · Reflective · Knowledgeable

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The IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be:

Inquirers	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
Knowledgeable	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
Thinkers	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
Communicators	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
Principled	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
Open-minded	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
Caring	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
Risk-takers	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
Balanced	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
Reflective	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

Portland Public Schools

1.4 TEACHING EXPECTATIONS

Main Idea: *Behavioral expectations need to be taught to all students in order to be effective.*

Expected academic and social behaviors are taught directly to all students in classrooms and across other campus settings/locations. Lesson plans are inclusive and affirming of all qualities of our students. Lesson plans incorporate support for English Language Learners. Families are included in communication about school-wide expectations.

Lesson Plans

Character Trait FLEX Lesson (August, 2016)

Learning Objectives: upon completion of the lesson, students will be familiar with the IB learner profile and will be able to develop and describe the character traits represented by the profile.

Timeline: FLEX period

Materials:
Poster paper and markers for each group.
Google slides with IB Mission Statement and Learner Profile

Activities:

1. Put students into groups of 3-4.

2. Project the Google slide with the IB Mission Statement.

"The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right."

3.Let the students read the slide. Ask students to thinks about the following question:
"What character traits would a person need to have to represent the last paragraph?"

4. Let them brainstorm in their groups. (5 minutes) Emphasize that a character trait should be one word.

5.Show the slide of the IB Learner Profile. Have the groups notice which of their character traits are included. Tell the students that these character traits were developed by the IB Organization and represent the mission statement in practice.

Portland Public Schools

6.Assign each group one or two of the character traits from the Learner Profile. Be sure that all ten are assigned.

7.Instruct students to make a poster to represent their character trait. Be sure to emphasize that the poster should include actions of a person demonstrating that character trait. (20 - 25 minutes)

8.Have student groups share out their posters.

Talking points:

If you have time, have the students refer to the Learner Profile posters in your classroom and compare the IB descriptions to their posters. If you do not have IB posters, you can go the IB office to get a set. You may also have the students refer to page 21 in their planners. Emphasize that we are an IB world school and have been since 1989 and we are all IB students and the Learner Profile applies to all of us. The IB programme is open access and underclassmen should consider which IB course or courses they would like to take. For senior classes that are non-IB, you can lead a discussion of how these traits can help them in life after Lincoln.

Character Trait FLEX Lesson #2 (Sept 2016)

Learning Objectives: upon completion of the lesson, students will be able to articulate actions that represent the traits of being caring, principled, and resilient

Timeline:
FLEX period (30 minutes)

Materials:
Blank copies of the Student Behavior Expectations matrix
Set of IB Learner Profile Posters

Activities:

1. Put the students into groups of 3-4.

2. Reference the poster in our classrooms about the three character traits and say that those are the ones we are going to focus on this year.

3. Distribute one blank matrix per group. Have students brainstorm examples of places that are referenced in the headings of the matrix. So, where are the commons at Lincoln?

Portland Public Schools

4. Assign each group only one of the three Lincoln traits: Principled, Caring and Resilient. You will have overlap. Each group should complete the matrix for the trait assigned to them. The matrix should be completed by thinking of the actions a student at Lincoln would take in each of the places listed on the matrix that would demonstrate the trait in question.

5. Have the groups share out and record the student responses electronically on your matrix.

6. Compare your class matrix with the school matrix.

7. Share your class matrix with smailey@apps4pps.net and jwadkins@apps4pps.net

CARDINAL EXPECTATIONS (examples)

	Setting: Activities	Setting: Classrooms	Setting: Community	Setting: Hallways	Setting: Commons
Principled	Demonstrate positive sportsmanship and cheering at athletic events.	Produce your own academic work.	Be an ambassador for the best of Lincoln in the community including within the neighborhood, on busses, and at community events.	Use anti-bullying skills to intervene if you hear intolerant statements.	Use anti-bullying skillls to intervene if you hear intolerant statements.
Caring	Treat Freshmen with respect at assemblies.	Demonstrate the capacity to take the perspective of others in conflict situations or in differences of opinion.	Continue to bring to the counseling center or nurse friends that are thinking about suicide.	Keep passages and doorways clear during lunches, particularly to care for people with disabilities.	Treat gender-neutral restroom with respect.
Resilient	Learn and use effective methods to reduce stress and anxiety	Use Flex period proactively; don't procrastinate when you need help.	Advocate for the promotion of respect and empathy for individual differences at Lincoln and in the community.	Treat others with respect even when you are angry or disappointed.	Go to counseling center, IB office, and nurse when you need help academically or emotionally.

Portland Public Schools

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.

What does it **LOOK** like?	What does it **SOUND** like?
- Circulating unpredictably - Visually scanning the room - Give BEH Shout-outs (PK-5) and Bacon-bucks (6-8) - Redirecting consistently (every observed misbehavior receives a response & responses to similar misbehaviors 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 3 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 voice level 1 or 2 - Giving reasonably private corrections that address the problem Using respectful words & tone of voice - Speaking in clear & simple language, not framing the direction as a question

The Six Features of Active Supervision		
	Feature	**Components**
1	Movement	· Constant · High rate · Randomized · Targets known problem areas
2	Scanning	· Constant · Targets both appropriate and inappropriate behaviors · Targets known problem areas · Uses both visual and aural cues · Increases opportunities for positive contact
3	Positive Contact	· Friendly, helpful, open demeanor · Proactive, non-contingent · High rate of delivery
4	Positive Reinforcement	· Contingent on behavior · Consistent (with behavior and across staff) · High rate of delivery (3:1 to correction)
5	Instructional Responses (Low level responses)	· Immediate · Contingent on behavior · Non-argumentative, non-critical · Specific to behavior · Systematic: correction, model, lead, test, and retest · Consistent (with behavior and across staff)
6	Consequences when instructional responses are not working	· Neutral, businesslike demeanor · Non-argumentative, non-critical · Consistent (with behavior and across staff · Fair, non-arbitrary

Portland Public Schools

1.5 PROBLEM BEHAVIORS

> **Main Idea:** Operational definitions of problem behavior and consistent processes for responding to problem behavior improve the "predictability" of social expectations in the school. *Focus on reducing reward for problem behavior.*

School has clear definitions for behaviors that interfere with academic and social success, that reflect student and family voice. There is a clear policy/procedure (e.g., flowchart) for addressing office-managed versus staff-managed.

School personnel and parents/guardians share the responsibility for encouraging students' appropriate behavior. School personnel use a continuum of positive behavioral interventions, strategies, and supports to teach, encourage and reinforce appropriate behaviors conducive to a learning environment.

School personnel are expected to intervene early and start the discipline process at the lowest possible level reasonably calculated to change the student's behavior and minimize loss of instructional time. Additionally, Staff shall consider all available alternatives, focusing first on family and school-based resources when teaching school expectations and responding to misbehavior. Staff investigating student misconduct will not discriminate against students on the basis of race, color, national origin, gender, religion, disability, sexual orientation, gender identity, or other protected classes as defined in NonDiscrimination Policy 1.80.020-P.

Defining Problem Behaviors

Certain kinds of behavior are not allowed at school or at school activities.

District behavior expectations apply to students whenever they are:

- present in any school or on property of the school district;

- at any school-sponsored activity, regardless of its location, including traveling to and from within a reasonable period of time;

- traveling to and from school as defined in this document in the "Before and After School" section;

- involved in conduct (regardless of whether or not they are off campus or at a non-school sponsored program) that has a direct connection to a school's safety and/or welfare; or

- participants in District athletic programs, when rules are in force during the entire season in which the student is participating— seven (7) days a week, 24 hours a day, at any location.

Examples of misbehaviors:

- keeping other students from learning,
- using profane or abusive language,
- using or having tobacco, alcohol, other drugs, or tobacco/drug paraphernalia,
- fighting of any kind,
- bringing weapons or anything that looks like a weapon to school,
- stealing or damaging property,
- threatening, harassing, or bullying students or staff,
- wearing clothing showing gang membership or activity, or
- refusing to follow directions.

Portland Public Schools

LHS Targeted Problem Behaviors

Drugs & Alcohol

Indicators:
- Smell of alcohol or marijuana on breath or body
- Mood swings
- Cheating/stealing/dishonesty
- Sloppy appearance
- Bloodshot eyes
- Change of friends
- Negative attitude, defiance
- Paranoia, overreaction
- Truancy
- Sudden drop in grades/loss of interest in learning
- Sleeping in class
- Withdrawal from usual activities
- Reduced memory and attention span

Mental Health

Indicators:
- Stress/anxiety
- Depression
- Acting out
- Self harm
- Suicide ideation
- Chronic fatigue
- Mood Irregularities
- Eating disorders
- Disengagement/Absenteeism

Academic Dishonesty

Indicators:
- Plagiarism
- Cheating on tests
- Collusion

Bullying

Indicators:
- Physical: pushing, hitting, unwanted physical proximity, stealing, assault
- Verbal: racial slurs, put downs, threats, sexual comments/gestures, teasing
- Cyber: Facebook, twitter, texting, etc.
- Group: spreading rumors, exclusion, gossip, pressure from social majorities
- Microaggressions

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Discipline Flow Chart for Lincoln High School

Step 1: Observe Problem Behavior

Step 2: Is the behavior *classroom* or *office* managed?

	Classroom Managed	Office Managed
Attendance and Punctuality	• Tardiness (1-5) • Unexcused Absence (1-3)	• Repeated Tardiness (6+) • Repeated Unexcused Absence (4+) • Trespassing/Off-Limits
Protection of Property	• Misuse of Property • Vandalism, Minor	• Repeated Misuse of Property • Vandalism, Repeated or Major • Possession of Stolen Property • Theft • False Alarm • Arson • Bomb Threat
Physical Safety and Mental Well-Being	• Bullying/Harassment	• Repeated Bullying/Harassment • Violence • Intimidation/Extortion • Possession of Weapons • Display of Offensive Material
Appropriate Learning Environment	• Abusive/Profane Language • Disruptive Conduct • Inappropriate Dress • Plagiarism/Cheating (1) • Insubordination/Open Defiance	• Repeated Abusive/Profane Language • Repeated Disruptive Conduct • Repeated Inappropriate Dress • Repeated Plagiarism/Cheating (2+) • Repeated Insubordination/Open Defiance • Gang-Member Identifier • Interference with School Personnel • Possession/Use of Drugs/Alcohol/Tobacco

Please see PPS Summary of Behavior Expectations and Consequences for more details.

Step 3: Classroom Managed Interventions

Apology
Ask Student the Rule
Change Seating
Collaborative Problem Solving
Community Meeting
Community Service
Conference
Detention
Gentle Reprimand
Keep in Proximity
Loss of Privilege
Mediation
Parent Contacted
Positive Practice
Pre-Correct
Private Discussion
Restitution
Restorative Practice
Re-Teach Rule
Structured Recess
Time Out
Warn

If unresolved**…**

Step 4: Referral through Synergy

• Attendance referrals to Attendance Clerk
• Behavior referrals to appropriate administrators

See **Step 3: Office Managed Interventions**

Step 3: Office Managed Interventions

• Attendance contract
• Collaborative Problem Solving
• Conference
• Loss of Privilege
• Lunch Detention
• Mediation
• Parent Contacted
• Restorative Practice

Final decisions will be shared with initiator of the referral within three school days via email.

If unresolved**…**

Step 4: Referral to Student Study Team

If behavior persists, student will be referred to the Student Study Team for determining next steps.

Portland Public Schools

Behavioral Expectations and Consequences

Examples of conduct which violates expectation	Definition	Occurrence	Disciplinary action min — max
ATTENDANCE & PUNCTUALITY			
Class Cutting/ Leaving Without Permission	Failure to attend assigned class without permission or excuse; leaving the building, classroom or assigned area without prior approval of the teacher and/or administrator.	Minor/First Serious/Rep	1 — 2 2 — 3
Loitering	Remaining around the school building without permission and staff supervision for purposes other than an educational assignment.	Minor/First Serious/Rep	1 — 2 2 — 3
Off Limits	Entering a location in a building or any school property which has been restricted from student use or entering a location which has been restricted from student use during certain times of the day.	Minor/First Serious/Rep	1 — 2 2 — 4
Tardiness	Failure to be in a place of instruction at the assigned time.	Minor/First Serious/Rep	1 — 1 2 — 3
Trespassing	Entering any school property or into school facilities without proper authority; during school hours; includes any school entry during a period of suspension or expulsion.	Minor/First Serious/Rep	1 — 3 3 — 4
Truancy	Failure to report to school without permission or excuse.	Minor/First Serious/Rep	1 — 2 2 — 3
PROTECTION OF PROPERTY			
Arson	Action which may cause a fire, but none results, such as throwing a lighted match in a trash container which fails to ignite or intentionally starting any fire or combustion on school property regardless of whether any damage occurs.	Minor/First Serious/Rep	3 — 4 5
Bomb Threat	Reporting to school, police or fire officials the presence of a bomb on or near school property without a reasonable belief that a bomb is present on school property.	Minor/First Serious/Rep	3 — 4 4
Burglary	Unauthorized entry into a School District building for the purpose of committing a crime when the building is closed to students and the public.	Minor/First Serious/Rep	3 — 4 5
Deliberate Misuse of Property	The intentional use without proper permission of property belonging to the school or an individual for a purpose other than that for which it was intended or in a manner likely to damage the property.	Minor/First Serious/Rep	1 — 2 2 — 3
False Fire Alarm	Reporting a fire to school or fire officials or setting off a fire alarm without a reasonable belief that a fire exists.	Minor/First Serious/Rep	3 — 4 4
Gambling	Playing any game of skill or chance for money or anything of value.	Minor/First Serious/Rep	1 — 2 2 — 4

Portland Public Schools

Possession Of Stolen Property	Having in one's possession or under one's control property which has been stolen when the person possessing it has reasonable cause to believe the property has been stolen, or possession without permission of property belonging to another.	Minor/First Serious/Rep	1 — 3 3 — 4
Theft, Minor	Theft: taking property belonging to the school or any individual or group without prior permission. Minor Theft: includes items with a retail value of less than ($20), but excluding personal items such as wallets, purses or keys.	Minor/First Serious/Rep	1 — 3 3 — 4
Theft, Major	Includes items with a retail value of more than ($20) or any keys, purses or wallets regardless of the value of its contents.	Minor/First Serious/Rep	2 — 4 3 — 4
Property Damage, Minor	Vandalism: intentionally causing damage to or defacing school or property of others. Minor Vandalism: includes situations in which minor damage can be repaired or replaced at no cost to the School District.	Minor/First Serious/Rep	1 — 2 2 — 3
Property Damage, Major	Includes situations that will cost the School District to repair or replace the damage, or damage that involves a substantial disruption of school activities, such as destruction of school records.	Minor/First Serious/Rep	2 — 4 3 — 4
**PROTECTION OF PHYSICAL SAFETY AND MENTAL WELL-BEING**		
Threat causing fear of harm	Physical, verbal, written or electronic action which immediately creates a fear of harm, without displaying a weapon and without subjecting the victim to actual physical attack.	**PreK-5th grade** Minor/First Serious/Rep	 2 — 3 3 — 5
		If staff	3 — 5
		6th grade & up Minor/First Serious/Rep	 2 — 4 5
		If Staff	5-day min. suspension
Physical attack/harm	Intentionally touching or striking another person against his or her will; or intentionally causing bodily harm to an individual.	**PreK-5th grade** Minor/First Serious/Rep	 2 — 3 3 — 5
		If staff	3 — 5
		6th grade & up Minor/First Serious/Rep	 3 — 5 4 — 5
		If Staff	5
Display of Patently Offensive Material	Displaying sexually, racially, or religiously patently offensive materials.	Minor/First Serious/Rep	1 — 3 3 — 4

Extortion	Forcing other persons to act against their will, such as the demand for money.	Minor/First Serious/Rep	2 — 4 3 — 4
Fighting	Fighting involves the exchange of mutual physical contact, such as pushing, shoving and hitting, with or without injury (i.e., mutual combat).	Minor/First Serious/Rep	1 — 4 2 — 4
Firecrackers or Explosives	Using or possessing any firecrackers, fireworks, bullets, ammunition, or explosive materials or device.	Minor/First Serious/Rep If Weapon	2 — 3 3 — 5 6
Harassment or Bullying, other	Disturbing consistently, by pestering or tormenting; abusive words. Harassment, nonsexual, (physical, verbal, or psychological). Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful, or humiliating.	Minor/First Serious/Rep	1 — 2 3 — 4
Harassment or Bullying on the Basis of Disability	Intimidation or abusive behavior toward a student based on disability. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful, or humiliating.	Minor/First Serious/Rep	1 — 2 3 — 4
Harassment or Bullying on the Basis of Race, Color, or National Origin	Intimidation or abusive behavior toward a student based on race, color, or national origin. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful, or humiliating.	Minor/First Serious/Rep	1 — 2 3 — 4
Harassment or Bullying on the Basis of Sex	Unwelcome conduct of a sexual nature, such as unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Harassment or bullying on the basis of sex also includes gender-based, nonsexual harassing conduct, such as harassment based on gender stereotyping. Both male and female students can be victims of sexual harassment, and the harasser and the victim can be of the same sex.	Minor/First Serious/Rep	1 — 2 3 — 4
Harassment or Bullying on the Basis of Sexual Orientation or Gender Expression	Intimidation or abusive behavior toward a student based on sexual orientation or gender expression. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful, or humiliating.	Minor/First Serious/Rep	1 — 2 3 — 4

Portland Public Schools

Harassment on the Basis of Religion	Intimidation or abusive behavior toward a student based on religion. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful, or humiliating.	Minor/First Serious/Rep	1 — 2 3 — 4
Hazing	Any activity that recklessly or intentionally endangers the mental health, physical health, or safety of a student for the purpose of initiation or membership in or affiliation with any student group, organization, or class.	Minor/First Serious/Rep	1 — 2 3 — 4
Intimidation	Forcing or discouraging an action by creating fear; extortion. (Also see Extortion)	Minor/First Serious/Rep	1 — 2 3 — 4
Reckless Vehicle Use	Using any motorized or self-propelled vehicle on or near school grounds in a reckless manner or so as to threaten health or safety or to disrupt the educational process.	Minor/First Serious/Rep	2 — 3 3 — 4
Robbery	Taking property from a person by force or threat of force.	Minor/First Serious/Rep	2 — 3 3 — 4
Discipline for any weapon violation regardless of type, must be done in consultation with the District School Climate & Discipline Department			
Weapon, Dangerous	Any weapon, device, instrument, material or substance which <u>under the circumstances in which it is used, attempted to be used, or threatened to be used,</u> is readily capable of causing death or serious physical injury.	Any Occurrence	6
Weapon, Deadly	Possession of any instrument, article or substance specifically designed for and capable of causing death or serious physical injury.	Any Occurrence	6
Weapon, Firearm	Possession of a gun; including but not limited to a firearm which is "designed to or may readily be converted to expel a projectile by the action of an explosive and any explosive, incendiary, or poison gas." (Section 921 of Title 18 of the U.S. Code.) "Possession" is defined to include, but not limited to having a weapon located: (1) in a space assigned to a student such as a locker or desk, (2) on the student's person or property (on the student's body, in student's clothing, in an automobile), (3) under the student's control, or accessible or available; for example: hidden on school property. Confiscated guns are turned over to the police.	Any Occurrence	6
Weapon, Simulated	Possession of articles that resemble, but are not, knives, guns, or other weapons.	Any Occurrence	3 — 5

APPROPRIATE LEARNING ENVIRONMENT			
Disruptive Conduct	Behaving in a manner which disrupts or interferes with the educational process, including consensual sexual activity.	Minor/First	1 — 2
		Serious/Rep	2 — 4
Dress Code Violation	Dressing or grooming in a manner that disrupts or is likely to disrupt the educational climate or process, or a threat to the learning opportunity, health or safety of the student or any other person. Includes violation of school adopted dress code.	Minor/First	1 — 2
		Serious/Rep	2 — 3
Forgery	Providing a false signature or altering school documents.	Minor/First	1 — 2
		Serious/Rep	2 — 3
Gang Member Identifier	Displaying material that identifies student as a member or associate of a gang, including identified behaviors. (consult with SRO for current trends)	Minor/First	1 — 3
		Serious/Rep	3 — 4
Indecent Exposure	Exposure of private parts of the body in a lewd or indecent manner in a public place. Exposure of sexually explicit content to another person.	Minor/First	1 — 2
		Serious/Rep	3 — 4
Indecent Gesture	Making gestures which convey a grossly offensive, obscene or sexually suggestive message.	Minor/First	1 — 2
		Serious/Rep	3 — 4
Insubordination, Defiance, Willful Disobedience	Failure to comply with a proper and authorized direction or instruction of a staff member.	Minor/First	1 — 2
		Serious/Rep	3 — 4
Interference with School Personnel	Preventing or attempting to prevent school personnel from engaging in their responsibilities through threats, violence or harassment.	Minor/First	2 — 4
		Serious/Rep	3 — 4
Language, Abusive/ Profane	Writing or saying anything which ridicules or humiliates another person on account of age, color, creed, disability, marital status, national origin, race, religion, sex, gender identity, or sexual orientation.	Minor/First	1 — 2
		Serious/Rep	3 — 4
Physical Contact, Inappropriate	Pushing, Shoving, Play fighting or other inappropriate touching that does not result in harm.	Minor/First	1 — 2
		Serious/Rep	3 — 4
Plagiarism/ Cheating	Representing another person's work as one's own.	Minor/First	1 — 2
		Serious/Rep	3 — 4
Possession of Prohibited Items	Possession of items that are not permitted at school. Includes toy weapons that resemble a real weapon. (**As with actual weapons, discipline for toy weapons must be done in consultation with the School Climate and Discipline Department**)	Minor/First	1 — 2
		Serious/Rep	3 — 4
Technology, Use Violation	Using technology equipment other than in the manner directed by school staff; violations of internet security.	Minor/First	1 — 2
		Serious/Rep	3 — 4
Tobacco, Use and/or Possession	Using or possessing by any age student any form of tobacco or nicotine delivery devise on or adjacent to school property and at all activities without regard to location.	Minor/First	1 — 3
		Serious/Rep	3

ALCOHOL/DRUG DISCIPLINARY MEASURES

Note: Discipline for any alcohol or other drug violation must be done as outlined in 4.30.022-AD.

PREVIOUS VIOLATION	CURRENT VIOLATION		DISCIPLINARY ACTION
If first violation was for...	Within the past 3 years, is this the 1st, 2nd, or 3rd finding? *	Was this violation for possession/use or transfer/sale?	Then the Disciplinary Action Level will be:
N/A	First	Possession/Use	Level A
N/A		Transfer/Sale	Level B
Possession/ Use	Second	Possession/Use	Level B
Transfer/Sale		Possession/Use	Level C
Possession/ Use		Transfer/Sale	Level B
Transfer/Sale		Transfer/Sale	Level C
Any Violations	Third	Possession/Use	Level C
Any Violations		Transfer/Sale	Level C

* In order for an incident to qualify as a "finding" there must be a hearing conducted by an administrator or Hearings Officer and a letter to parents/guardians stating the decision.

DISCIPLINARY ACTION LEVEL	DESCRIPTION
Level A*	Insight Class and student barred from school sponsored competition, games, and performances for 28 days. In addition, at the administrator's discretion, the student may be suspended for up to five (5) school days (only after hearing, if result is a Level A finding) and/or be required to perform up to eight (8) hours of community service.
Level B*	Expulsion. May be delayed if the student is accepted into a school-approved alternative program or treatment service which addresses the student's alcohol and other drug issues. Student is excluded from District schools and School District activities until an initial plan for school engagement is created during the delayed expulsion period.
Level C*	Expulsion.

*In lieu of these Disciplinary Actions, an alternative plan may be developed.

Special procedures must be followed for students with disabilities or formal Section 504 plans who are suspended for more than ten (10) consecutive days in any school year, for additional exclusions of up to ten (10) school days that do not constitute a pattern, for separate acts of misconduct which constitute a pattern, or if student is being considered for expulsion. Reference: 4.30.025-AD.

Portland Public Schools

Summary of Disciplinary Consequences and Interventions

There is a range of consequences to support student behavior.

Action Levels:

Level 1 - Conferences

Level 2 - Exclusion from extra-curricular activities, time-outs, detention, etc.

Level 3 - Suspension, In-school suspension, Reassignment, Referral, etc.

Level 4 - Expulsion, Delayed Expulsion, Reassignment, Referral

Level 5 - Mandatory Expulsion Level 6 Mandatory One-Year Expulsion

Prior to suspension or expulsion, school staff must consider:

· The nature of the misconduct.

· A student's age, health, and disability or special education status.

· Cultural or linguistic factors that may have played a role in the misconduct.

· Appropriateness of student's academic placement.

· Student's prior conduct and record of behavior.

· Support systems available to the student.

· Student's willingness to repair the harm.

 · Impact of the incident on overall school community.

· Availability of prevention and intervention programs that are designed to address student misconduct.

· Whether the student voluntarily disclosed the misconduct.

When an out-of-school suspension is imposed the school is required to take steps to prevent the recurrence of the behavior that led to the out of-school suspension and return the student to a classroom setting so that the disruption of the student's academic instruction is minimized.

The use of expulsion is limited to:

• Conduct that poses a threat to the health and safety of students or school employees; or

• When other strategies to change student conduct have been ineffective; or,

• In conformance with district policies and regulations and State law.

Portland Public Schools

1.6 DISCIPLINE POLICIES

Main Idea: Preventative and positive approaches to discipline are the most effective.

School policies and procedures describe and emphasize proactive, instructive, and/or restorative approaches to student behavior that are implemented consistently, and reflect understanding of community values and practices.
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General School Policies

School personnel and parents/guardians share the responsibility for encouraging students' appropriate behavior. School personnel are expected to use a continuum of positive behavioral interventions, strategies, and supports to teach, encourage and reinforce appropriate behaviors conducive to a learning environment.

School personnel are expected to intervene early and start the discipline process at the lowest possible level reasonably calculated to change the student's behavior and minimize loss of instructional time. Additionally, School staff shall consider all available alternatives, focusing first on family and school-based resources when teaching school expectations and responding to misbehavior. School staff investigating student misconduct will not discriminate against students on the basis of race, color, national origin, gender, religion, disability, sexual orientation, gender identity, or other protected classes as defined in NonDiscrimination Policy 1.80.020-P.

Lincoln behavior expectations apply to students whenever they are:
   • present in any school or on property of the school district;
   • at any school-sponsored activity, regardless of its location, including traveling to and from within a reasonable period of time;
   • traveling to and from school as defined in this document in the "Before and After School" section;
    involved in conduct (regardless of whether or not they are off campus or at a non-school sponsored program) that has a direct connection to a school's safety and/or welfare; or
   • participants in District athletic programs, when rules are in force during the entire season in which the student is participating— seven (7) days a week, 24 hours a day, at any location.

Examples of misbehaviors:
   • keeping other students from learning,
   • using profane or abusive language,
   • using or having tobacco, alcohol, other drugs, or tobacco/drug paraphernalia,
   • fighting of any kind,
   • bringing weapons or anything that looks like a weapon to school,
   • stealing or damaging property,
   • threatening, harassing, or bullying students or staff,
   • wearing clothing showing gang membership or activity, or
   • refusing to follow directions.

Portland Public Schools

Honor Code (Academic Integrity)

Students are responsible for honest and ethical behavior in all their academic pursuits. Many projects and assignments are completed on the honor system with no monitoring of student behavior; however, the standards for ethical behavior are the same whether the student work is completed inside or outside the classroom. Students should recognize that academic dishonesty includes: all forms of plagiarism, stealing, buying or selling course assignments such as tests or research papers, performing academic assignments for others, cheating on tests and all other practices commonly understood to be academically dishonest. Lincoln faculty and staff will respond to academic dishonesty in accordance with both district and school policy. Evidence of conscious academic dishonesty such as cheating or plagiarism is a serious breach of trust between the teacher and student.

• First Offense – A student that has been found to be involved in plagiarism or cheating may receive a "0" on the assignment, a discipline referral to a school administrator, a parent contact and/or conference and the student will also sign an academic integrity contract with regard to future conduct.

• Second Offense – A student that has been found to be involved with academic dishonesty for a second time will receive a discipline referral to a school administrator who will issue a two-day suspension from school, a "0" on the assignment and a staffing with the student, parents, counselor and teachers to explain the serious consequences in all classes.

• Third Offense – A third offense in any class may result in a failing grade, suspension from school, removal from the class (if this is the same class in which all cheating has occurred previously) as well as possible expulsion from school.

Lincoln Code of Conduct & Discipline Policy

The following guidelines, published in the Lincoln Student Handbook, are intended to establish a positive school climate in which proper learning can occur.

1. Students must remain in their assigned area at all times.
   a) Each student is assigned to classes during the school day. Students must attend all classes regularly and on time
   b) Students are not to leave the campus during the five minute passing time between classes, except for classes scheduled away from campus.
   c) Absences from school must be cleared by a parent/guardian with the Attendance Office in room 104.
   d) Students must not spend time, hang out, congregate, loiter or be a nuisance in the neighborhood at any time during school hours.
   e) Students who have early release from school must leave the school grounds, or make special arrangements with the Vice Principal to remain in the cafeteria or the library.
   f) Students out of class without authorization are subject to disciplinary action.
   g) Students are expected to have their identification at all times and carry a hall pass if they are in the halls to conduct school business.

2. Students must comply with the directions and instructions of adult staff.
   a) Any adult staff member has the authority to give directions and instructions to students enrolled at Lincoln. In the interest of safety, it may be necessary to issue important directions to students. There must not be immediately challenged by students, but must be followed explicitly.
   b) The teacher has complete responsibility for his/her classroom and must be obeyed by students in the best interests of the educational process.
   c) Procedures are developed for students and/or parents to challenge the authority of staff members after the fact.

3. Students must do nothing that may cause injury to himself of herself or to any other person.
   a) Students must neither carry nor display any item that might be construed as a weapon or a threat to another. Facsimile weapons are strictly prohibited.
   b) Possession or use of alcohol, drugs or narcotics at any time during the school day or at any school activity is strictly forbidden and is subject to disciplinary action.
   c) The use of tobacco on premises or adjoining residential neighborhood is prohibited regardless of the student's age.
   d) Fighting, physical abuse, assault or intimidation will not be tolerated at any time, for any reason whatsoever. Suspension from school is automatic for all students in violation of this rule.
   e) Unprovoked assault will result in immediate expulsion proceedings against the student who commits the assault. As young adults and responsible citizens, students at Lincoln High School must seek nonphysical solutions to problems.

Portland Public Schools

4. Students must not disrupt the educational process.

a) Every student at Lincoln High School has a right to pursue an education without interference from others. Interference with the learning of others will not be tolerated.

b) Student behavior in the classroom or in the school must not infringe on the right of others to pursue an education. Disruption of the educational process will not be tolerated.

c) Students must complete all assigned work in all classes in order to receive the most from the educational process.

d) Students must dress appropriately at all times.

5. Students must not violate their own or another's security.

a) Lockers are assigned to every student at Lincoln High School. Valuable items should not be kept in the assigned locker but checked in at the Main Office for the day.

b) Do not carry more money or have more money or valuable items in your storage unit than you can afford to lose.

c) Never have in your possession any item that is the property of another person without the knowledge of that person. Theft will not be tolerated at any time. If you should find an item of value, it should be turned in to Lost and Found in room 104/

d) Do not give your locker combination to ANYONE. If one other person knows your combination your personal items cannot be guaranteed to be safe from any student in the building.

e) Gambling in any form is not allowed at any time.

f) Students should be aware of persons in the building who do not attend Lincoln; they should be directed to the office.

g) Students are advised to take main streets to and from school, particularly when walking alone.

6. Students must respect the rights of others

a) Every student at Lincoln has a right to an equal space in the building. Allow each other space without threats, intimidation, or crowding.

b) The community neighbors have rights. Respect the rights of the people and business establishments in the area. Never litter the premises or harass the people who live nearby and do not vandalize or cause problems with the business establishments in the vicinity.

c) Do not damage or deface any parts of the building. Students may be held financially liable for damages done to school property.

d) This is your school. Use trashcans and clean up after yourself. Do not litter the grounds like the cafeteria, or any other area.

e) Use of electronic devices such as cell phones is banned during class time. Students using these items inappropriately are subject to school discipline including having the items confiscated and returned to the student's parent.

f) All parking spaces are assigned to members of the staff. Students are not to park their cars in the lot during school hours. Students must follow all parking restrictions when parking on streets adjacent to the campus. Violators will be towed.

g) Skateboards can be used only for transportation, but may not be used on school property.

Portland Public Schools

7. Students must not bully or harass others.

a) Tame it! Address intolerant statements immediately by saying statements such as "cut it out" or "stop that!" Lincoln strives to create a safe and hostile free learning environment for all students.

b) Name it! Identify/call out intolerant statements for what they are. For example, "That was a put down," "What you just said is a stereotype," "You are bullying him," "What you said is sexual harassment," or "You're excluding her from the group."

c) Claim it! State the school rules and/or core values. "At Lincoln we respect each other's differences," "Check out that poster," and point to the Respect our Differences posters, or say "You might not mean to hurt anyone, but I was offended and others could be too."

d) Reframe it! Determine what needs to happen next. Report the incident to the office or an adult or thank the person for apologizing.

8. Use common sense.

a) If you do not know the answer, FIND OUT

b) Do not act hastily in any situation that might end in trouble for yourself or another person. Mediation is available through the counseling office.

SUMMARY OF GUIDELINES FOR GOOD CITIZENSHIP

1. Remain in assigned area.
2. Follow instructions of staff.
3. Cause no harm to yourself or another person.
4. Do not disrupt the educational process.
5. Do not violate your own or another's security
6. Respect the rights of others.
7. Do not bully or harass any student for any reason, follow the 4 responders when you hear intolerant statements.
8. Use common sense at all times in all situations

Students who do not observe these common sense guidelines will be subject to disciplinary action (as outlined in the Students Responsibilities, Rights and Discipline Handbook.

Students' Rights & Responsibilities

Lincoln uses PPS policies as guidelines for our school expectations and procedures. All students are given a Students' Rights and Responsibilities Handbook each year and are expected to know its contents. We also encourage parents to read it and use it as a resource for questions about district policy or procedure. The policy handbook can be downloaded from the Lincoln school web site.

Student Responsibilities, Rights and Discipline HANDBOOK

Portland Public Schools 2016 - 2017

Portland Public Schools
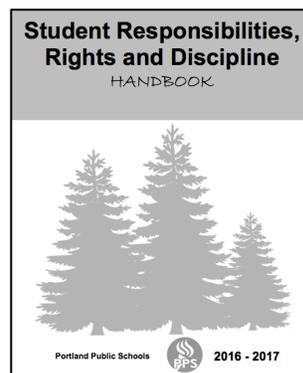
Attendance Policy

1. Because the success of the student's educational experience depends upon teacher student relationships and peer interactions, being absent from class disrupts the individual's educational process. Therefore, a Lincoln High School student is expected to attend every scheduled class period, every school day.

2. It is a requirement of Oregon School Law (ORS339.010) that children between the ages of 7-18 regularly attend school. Research shows excessive absences have a negative effect on grades and learning. Absences cause students to fall behind in completion of required course work. Participation in class discussion, lectures, group projects, audiovideo presentations, and demonstrations are required activities, which often cannot be made up outside the classroom. Students who are frequently absent are in jeopardy of failing classes and losing credit.

3. Any parent who fails to send a student to school within three days of notification by the district that their student is not complying with compulsory attendance requirements may be issued a citation by the district for the student's failure to attend school. Failure to send a student to school is a Class C violation of the law and is punishable by a court imposed fine, as provided by ORS 339.925

4. Additionally, a parent or guardian, or other person lawfully charged with the care or custody of a student under 15 years of age, may, under ORS 163.577 (1) ©, be found by the courts to have committed the offense of failing to supervise a child who has not attended school as required.

5. Failure to supervise a child is a Class A violation. Violations, as determined by the court, may be punishable by a requirement to complete a parent effectiveness program approved by the court and/or a fine.

• **10 Day Drop: Oregon State Law requires that we withdraw students who miss ten consecutive days of school. If a student is absent for any reason for 10 consecutive days, they will be withdrawn from school and will have to re-enroll when they return.**

• **TEACHERS are required to take attendance every period within the first 10 minutes of class. This is a district policy.**

• **It is the parent's responsibility to clear unexcused absences within two school days or 48 hours of the absence or the absences(s) will remain unexcused.**

Truancy

A student who is absent from school or from any class without permission will be considered truant and will be subject to disciplinary action including detention, suspension, referral to truancy court, expulsion, ineligibility to participate in athletics or other activities and/or loss of driving privileges.

Leaving During the School Day

A student who must leave school during the day must bring a note from his/her parent. A student who becomes ill during the school day should, with the teacher's permission, report to the school nurse or designee. The school nurse or designee will decide whether or not the student should be sent home and will notify the student's parent, as appropriate. The student must sign out at the Attendance Office prior to leaving the building.

Portland Public Schools

Arriving Late or Leaving Early During the School Day

Students must sign in at the Attendance Office if they have arrived more than 10 minutes into a class period to receive an admit slip. Students must sign out at the Attendance Office or have a release slip prior to leaving the building. This means a student:

· Must have a note from the parent/guardian, or

· A parent or/guardian can call the office before the student leaves, or a student can go to the Attendance Office to call home. Authorized personnel will speak with the parent/guardian to obtain permission for the student to leave. If parent permission is not obtainable, an administrator may determine the most suitable plan of action.

If a student is sick and needs to leave school early, they must go to the Nurses Office and check out with nurse, or if the nurse is not available, through the Student Management Office.

Leaving school without prior Attendance Office, Nurse, or Student Management Office contact with a parent/guardian will result in an unexcused absence. Students returning to school following permission to leave will report to the Attendance Office to secure an admit slip.

Non-Attendance Consequence

Students who do not have regular attendance may be denied access to dances, prom, games or other extracurricular activities.

All students caught in the act of skipping a class or being off-campus without a pass will receive immediate consequences as per current policy.

After 3 unexcused absences in (1) class in a semester, a letter may be mailed to the student's home from the school attendance monitor.

After 5 unexcused absences in (1) class in a semester, a student/parent meeting may be held by counselor and/or Vice Principals determine a plan of action, which may include loss of credit, failure of the class, or recommendation for alternate placement.

Parents/Guardians Out of Town

When parents/guardians must be out of town, both the Attendance and Nurses Offices should be notified who to contact for their student's absence or emergency care should the need arise.

Parents/guardians who are out of town for a short time or unplanned reasons should provide the Attendance Office with the following information: where the student will be staying and who is authorized to excuse and pick up the student. This information should be on the emergency card.

Tardy Policy

Students are expected to be in class on time.

· A tardy is defined as arriving to a classroom after the tardy bell has rung without an appropriate pass from the Attendance Office. This pass will denote "excused" or "unexcused" tardy based on whether the student was properly cleared through a parent/guardian note or phone call.

· Teachers may use their own policies/procedures for tardy #1 and #2 for each semester. This may include the teacher assigning detention or community service in the teacher's room.

· Upon receiving the 3rd tardy during a semester, teachers may notify the Student Management and assign an after-school detention.

· Students arriving after the school day begins need to check in at the Attendance Office.

Attendance and Eligibility at Co-Curricular Activities

Portland Public Schools regulations specify that a student must attend school for at least one-half of the student's schedule (at minimum one full period) the day of a contest in order to be eligible to participate in an activity, sports event, or practice. Attendance at, or participation in, extracurricular activities and athletics is not permitted if a student has been absent during the entire school day. The Athletic Department and coaches are expected to check and enforce this rule.

Portland Public Schools

The Athletic Office will generate grade and attendance information for coaches/advisors to monitor students' performance more closely. Students may not be eligible to participate in an activity if they have been unexcused from a class or classes and/or if they are earning failing grades.

Responses to Absenteeism

Tier 1:

· A school counselor or a secretary monitor attendance every morning. The secretary calls every parent of an absent student. The counselor and the Principal both intervene immediately if a student misses three or four days (factors contributing to chronic absenteeism and habitual truancy will be identified and addressed.

· Parent/guardian will be provided a written notice. The written notice will include the following: the superintendent or the designee has the authority to enforce the provisions of compulsory attendance laws, failure to send a student to school is a Class C violation, a citation may be issued by the district, a conference with the parent/guardian and student is required.

· Lunch or after school detention will be assigned. If a student does not attend detentions, then it becomes a referral for "willful disobedience"

· Send commendation letters to students and parents, guardians, or caregivers for improved school attendance and perfect attendance (Article: School Attendance Improvement Strategies)

Tier 2:

· Home visits will be arranged and/or adjustments will be scheduled depending on the cause for chronic absenteeism (Lincoln HS)

· Mandatory meeting with a student and parent will be required

· A truant student will be required to enroll in Reconnecting Youth class that addresses attendance issues (LHS)

· Student will be referred to a school nurse, school counselor, school psychologist, school social worker, or other student support personnel for case management and counseling (Article: School Attendance Improvement Strategies)

· Student will sign daily attendance sheet maintained by a secretary.

· Teachers will sign student's weekly form indicating whether the student has attended class and participated. Forms will be inspected by Principal at the end of every week

Tier 3:

· Student will be referred for Student Support Team to determine underlying causes for chronic absenteeism.

Portland Public Schools

Attendance Interview (FBA)

Name:	Grade:	Parent/Guardian/Caregiver:
ID number:	Student Cell:	Home phone:
Counselor:	Other School/Community Services:	Home address:

1. Where and with whom are you living? (Possible referral to counselor for Title X Homeless)

2. How do you get to school?

3. What are your evening and morning routines?

4. Are there health issues or mental health reasons for your absences? (Refer to nurse/counselor)

5. Are you getting enough sleep? (Possible referral to nurse/counselor)

6. Are there any family responsibilities, illnesses, child care, or other duties that conflict with getting to school? (Possible referral to nurse/counselor)

7. Do you have particular classes that you avoid? (Possible referral to counselor)

8. Are there any adults at school that you can talk to or with whom you've connected?

9. Are there any social situations at school that make it difficult? (Possible referral to counselor)

10. Where are you when you're not in class?

11. How connected do you feel with Lincoln High School? (Possible referral to counselor)

12. What characteristics would your ideal school have?

Portland Public Schools

Proactive Systems

Health and education affect individuals, society, and the economy and, as such, must work together whenever possible. Schools are a perfect setting for this collaboration. Our school embraces the Whole School, Whole Community, Whole Child Model. Lincoln employs a variety of evidence based programs to increase healthy safe and respectful behaviors.

• *Health Education – Learning Standards*
Alcohol, tobacco, and other drugs
Prevent and control disease
Protect the environment
Healthful nutrition
Mental, social and emotional health
Physical activity
Sexual health
Violence (including bullying) and suicide prevention

• *Student lead Anti-bullying Presentations*
Teacher training
Student Training
Name it!
Claim it!
Tame it!

• *Cardinal Health Action Network*
Designer Drugs
Transgender Issues
Cyber Literacy
Finland Schools
Suicide Prevention
Concussions
Marijuana & Teen Brain
(& more)

• *RESPONSE Suicide Prevention*
Response is a comprehensive high school based suicide prevention program designed to increase awareness, heighten sensitivity to depression and suicidal ideation, change attitudes, and offer response procedures to refer a student at risk for suicide.

Student 5 Steps Training
Staff 5 Steps Training
Advanced Staff Training

Portland Public Schools

Collaborative Problem Solving

In the CPS model, the problem solving is of the *collaborative* and *proactive* variety. This is in contrast to many of the interventions that are commonly applied to kids, which are of the unilateral and emergent variety. The goal is to foster a *collaborative partnership* between adults and kids and to engage kids in solving the problems that affect their lives. As such, the CPS model is non-punitive and non-adversarial, decreases the likelihood of conflict, enhances relationships, improves communication, and helps kids and adults learn and display the skills on the more positive side of human nature: empathy, appreciating how one's behavior is affecting others, resolving disagreements in ways that do not involve conflict, taking another's perspective, and honesty.

The approach sets forth two major tenets. First, challenging behavior in kids is best understood as the result of lagging cognitive skills (in the general domains of flexibility/adaptability, frustration tolerance, and problem solving). And second, the best way to reduce challenging episodes is by working together with the student– collaborating – to solve the problems setting them in motion in the first place (rather than by imposing adult will and intensive use of reward and punishment procedures).

STEP 1 – (the Empathy step) involves gathering information from the child so as to achieve the clearest understanding of his or her concern or perspective on a given unsolved problem.
STEP 2 (the Define Adult Concerns step) involves entering into consideration the adult concern or perspective on the same unsolved problem.
STEP 3 (the Invitation step) involves having the adult and kid brainstorm solutions so as to arrive at a plan of action that is both realistic and mutually satisfactory…in other words, a solution that addresses the concerns of both parties and that both parties can actually perform.

Problem-Solving Process at LHS

Teachers, counselors and administrators are integral parts of the Lincoln High School problem-solving process. While we hope that problems do not arise, sometimes they do. With that in mind, the following process was developed to teach students communication skills and support their educational goals, recognize parents' involvement in their child's education, and treat teachers and counselors with professional respect and courtesy.

When a student or parent communicates to a counselor, *the information will be kept confidential unless they begin the problem-solving process.* When a student or parent communicates to a counselor or administrator about wanting to solve a problem regarding
• A teacher
• An individual teaching style
• Class curriculum
• Classroom management
• A classroom incident
• The legitimacy of a grade, the procedure will be:

1. The counselor or administrator will advise the students and/or parent to speak with the teacher directly. An attempt should be made to resolve the issue through email or phone calls. *Please note that the first priority of LHS teachers is to their classes; they may not be able to get back to you on the same day*. If the problem cannot be resolved by email or phone, an appointment can be made to meet with the teacher. *A meeting needs to be scheduled at least 24 hours in advance and needs to accommodate the teacher's schedule.*

2. The counselor or administrator will inform the teacher that a student and/or parent have been encouraged to speak with them.

The expectation is that counselors and administrators will not
• Circulate information about a communication involving a teacher without informing him/her
• Resolve an issue without consulting with the teacher/s involved

If, after using the problem-solving process a satisfactory solution is still not achieved, the parents/students/teachers/administrators will utilize additional resources to continue to work toward a resolution.

Restorative Justice

Restorative Justice repairs the harm caused by a violation or offense. When victims, offenders and community members meet to decide how to do that, the results can be transformational. It emphasizes accountability, making amends, and facilitated meetings between victims, offenders, and other persons. It is a powerful approach to discipline that focuses on repairing harm through inclusive processes that engage all stakeholders. Implemented well, Restorative Justice shifts the focus of discipline from punishment to learning and from the individual to the community.

The Process	
Retributive Justice	**Restorative Justice**
One social injury replaced by another	Focus on repair of social injury
Adversarial relationship is primary	Dialogue and negotiation emphasized
Focus on establishing blame or guilt on past (did he/she do it?)	Focus on problem solving, on liabilities/obligations, on future (what should be done?)

The Key Values of Restorative Justice
• Encounter- To create opportunities for victims, offenders and community members who want to meet to discuss the offense and its aftermath.
• Amends-To expect offenders to take steps to repair the harm they have caused.
• Reintegration-To restore victims and offenders to a whole, contributing members of society.
• Inclusion-To provide opportunities for the parties with a stake in a specific offense to participate in its resolution.

RESTORATIVE PRACTICE ESSAY AND PLAN LINCOLN HIGH SCHOOL

NAME:
DATE:
REASON FOR REFERRAL:
REFERRER:

GRADE:
SN:
FOLLOW UP DATE:
DATE OF OCCURRENCE:
PLACE OF OCCURRENCE:

What was my action and how did my action influence the people that were involved (recipient, peers, teachers, parent, school)? How do I think they felt and thought and did as a result?

How did my action break our community agreement of being PRINCIPLED: We act with integrity and honesty, with a strong sense of fairness, justice, and respect for the individual, groups, and communities. We take responsibility for our own actions and the consequences that might accompany them.

What actions might I need to take to make amends to the people that were involved?

How did my action break our community agreement of being CARING: We show empathy, compassion, and respect toward the needs and feelings of others. We have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

What actions might I need to take to make amends to the people that were involved?

How did my actions break our community agreement of being RESILIENT? We approach unfamiliar situations and uncertainty with courage and forethought, and love the independence of spirit to explore new roles, ideas and strategies. We learn from our mistakes and our successes.

What actions might I need to take to make amends to the people, including me, who were involved?

In speaking with the Vice-Principal and my parents, what is our agreed upon plan to engage in restorative justice with the people who were involved? Who, where, when, how, and with what goal?

SIGNATURES

Student:
Parent:
Vice-Principal:
Other:

Portland Public Schools

1.7 PROFESSIONAL DEVELOPMENT

> **Main Idea:** The key to PBIS implementation is staff consistency.
> All staff need to be informed and aware of goals, process, measures.

A written process is used for orienting all faculty/staff on 4 core Tier I SWPBIS practices: (a) teaching school-wide expectations, (b) acknowledging appropriate behavior, (c) correcting errors, and (d) requesting assistance.

By June, 2016 Lincoln's Tier 1 Team will achieve the following the following professional development goals:
- Faculty-wide orientation led by the Tier I team
- Annual orientation for new faculty
- Strategies for orienting substitutes or volunteers
- A process for requesting assistance around behavioral concerns that is known by all, easy to follow, and encouraged

2016-17 Professional Development Schedule

August 2016
T-8/23/16-Professional Development-AM-Admin Roles/MTSS/Character Traits
W-8/24/16-Professional Development-AM-Racial Equity Training-Jessica Mallare/ET
Th-8/25/16-Teacher Work Day-- "New to Lincoln" Optional Training/Tour Room 135
M-8/29/16-1st Day of School for all students
T-8/30/16-Survey/Child Abuse Training

September 2016
T-9/6/16- All Faculty Meeting-Data Review/Synergy Discipline Update
T-9/13/16-Department PLC Meeting-Continuation of Department PLC Goals/Align
M-9/19/16-Site Council-Review CAP/Climate Plan, Instructional Program Overview
T-9/20/16-Interdisciplinary PLC Meeting-IB Lesson Plan #2-3 character traits lesson
W-9/21/16-Early Dismissal-Racial Equity Training-Equity Team
Th-9/22/16-Back to School Night 6-8:30pm-Share Syllabi/Meet and Greet Parents
T-9/27/16-Department PLC Meeting-SMART GOALS, Course Alignment/Assessment

October 2016
T-10/4/16-All Faculty Meeting-Mental Health/Anti-Bullying and Suicide Prevention
T-10/11/16-Department PLC Meeting-Course Alike 1st Quarter Assessments
M-10/17/16-Site Council-Climate Plan and CAP Progress
T-10/18/16-Interdisciplinary PLC-Focus on IB Lesson from JoAnn Wadkins
W-10/19/16-Early Dismissal-Racial Equity Training-Equity Team
T-10/25/16-Department PLC Meeting-Common Assessment Planning and Moderation

November 2016
T-11/1/16-All Faculty Meeting-Grading Practices and Policies-Proficiency Grading
Th-11/3/16-End of 1st Quarter
T-11/8/16-Department PLC Meeting-Parent Conference Prep Time/Update Grades

Portland Public Schools

T-11/15/16-Interdisciplinary PLC-AVID Focus Lesson by Melinda Gale

M-11/21/16-Site Council-Quarter 1 Data Review

T-11/29/16-Department PLC Meeting-New Course Proposals

December 2016

T-12/6/16-All Faculty Meeting-Possibly Equity/Climate Plan PD

T-12/13/16-No Tuesday Meeting

F-12/16/16-Staff Social After School-Winter Break Send Off

January 2017

T-1/3/17-All Faculty Meeting-End of Semester Nuts and Bolts

T-1/10/17-Department PLC Meetings-Common Assessment Grading Time

T-1/17/17-Interdisciplinary PLC Meetings-Racial Equity Lesson-Equity Team-TFI 1.6?

W-1/18/17-Early Dismissal-Racial Equity Training-Jessica Mallare/ET-TFI 1.8?

M-1/23/17-Site Council Meeting-????

1/24/17-1/26/16-1st Semester Finals Week-No Tuesday Meeting

T-1/31/17-Department PLC Meetings-Climate Plan Review-Meet with other dept?

February 2017

T-2/7/17-All Faculty Meeting-TBD

T-2/14/17-Department PLC Meetings-1st Semester Data Review

T-2/21/17-Interdisciplinary PLC Meeting-Climate Plan PD 1.6 and 1.8

M-2/27/17-Site Council Meeting-TBD

T-2/28/17-Department PLC Meetings-2nd Semester Common Assessment Alignment

March 2017

T-3/7/17-All Faculty Meeting-School Climate Plan Check In/Update

T-3/14/17-Department Meeting PLC-Common Assessment/Course Alike, New Courses

M-3/20/17-Site Council-Quarter 3 Data

T-3/21/17-Interdisciplinary PLC Meeting-IB Lesson Plan JoAnn Wadkins

April 2017

T-4/4/17-All Faculty Meeting-TBD

T-4/11/17-Department PLC Meeting-Course Alike Work Time/Common Assessments

M-4/17/17-Site Council-CAP Update/Climate Plan Update/Staffing Update

T-4/18/17-Interdisciplinary PLC Meeting-AVID Lesson Plan Melinda Gale

T-4/25/17-Department PLC Meeting-New Course Proposals/Staffing

May 2017

T-5/2/17-All Faculty Meeting-TBD

T-5/9/17-Department PLC Meetings-Staffing and Common Finals Assessment

T-5/16/17-Interdisciplinary PLC Meetings-Racial Equity Training-Equity Team

W-5/17/17-Early Dismissal-Racial Equity Training-Jessica Mallare/ET

M-5/22/17-Site Council Meeting-CAP and Climate Plans Continued

T-5/23/17-Department PLC Meetings-Staffing Wrap Up/Finals Common Planning

T-5/30/17-All Faculty Meeting-TB

1.8 CLASSROOM PROCEDURES

> **Main Idea:** PBIS expectations and consequences need to be integrated into the classroom systems. This improves consistency in behavior support practices across adults.

*Tier I features (school-wide expectations, routines, acknowledgements, in-class continuum of consequences) are implemented within **classrooms** and consistent with school-wide systems.*

AVID Strategies

Lincoln uses AVID strategies to support active learning and positive behaviors in the classroom. AVID's proven learning support structure for middle and high school—and enhanced for higher education—is known as WICOR, which incorporates teaching/learning methodologies in the following critical areas: Writing, Inquiry, Collaboration, Organization, and Reading to Learn. WICOR provides a learning model that faculty can use to guide students to comprehend materials and concepts, and articulate ideas, at increasingly complex levels (scaffolding) within developmental, general education and discipline-based curricula. Furthermore, the WICOR model reflects and promotes the expertise and attitudes that will serve students well in life beyond college graduation. Surveys of employers indicate that they seek college educated employees who have strong interpersonal skills, communicate well, and have the ability to develop creative solutions to new problems in collaborative ways.

Writing

Writing is:
- A learning tool
- A personal and public communication tool
- A record of thinking

Students who write:
- Consider audience and purpose
- Engage in various writing processes to address specific situations
- Support their thinking
- Demonstrate understanding

The AVID curriculum supports writing through the use of:
- Cornell note-taking
- Learning logs
- Quickwrites and reflections
- Process writing
- Peer evaluation
- Authentic writing

Inquiry

Inquiry is:
- Uncovering one's understanding
- Asking critical questions
- Engaging in thinking, learning, and discussion

Students who inquire:
- Analyze and synthesize materials or ideas
- Clarify their own thinking
- Probe others' thinking
- Work through ambiguity

The AVID curriculum supports inquiry through the use of:
- Skilled questioning techniques
- Costa's Levels of Thinking
- Socratic Seminars
- Tutorials
- Investigations
- Guiding questions

Collaboration

Collaboration is:
- Teamwork with shared responsibility
- Sharing of ideas, information, and opinions
- Formal and informal discussion

Students who collaborate:
- Work together toward a common goal
- Develop positive interdependence
- Work in focused study groups
- Support the learning of others through inquiry

The AVID curriculum supports collaboration through the use of:
- Socratic Seminars
- Tutorials
- Philosophical Chairs
- Group activities and projects
- Peer editing groups
- Service learning projects

Organization

Organization is:
- Managing materials and practicing methodical study habits
- Planning and prioritizing school, work, and social tasks
- Engaging in mental preparation and goal-setting
- Strategically and intentionally taking responsibility for one's own learning

Students who organize:
- Develop and use processes, procedures, and tools to study effectively
- Manage their time through prioritizing and goal-setting
- Are prepared for courses, participate during instruction, and interact with instructors
- Self-direct, self-evaluate, self-monitor, and self-advocate

The AVID curriculum supports organization through the use of:
- Binder and organizational tools
- Calendars, planners, and agendas
- Graphic organizers
- A focused note-taking system
- Tutorials and study groups
- Project planning and SMART goals

Reading

Reading is:
- Strategically gaining meaning, understanding, and knowledge from print and other media
- Purpose-driven
- Interactive

Students who read:
- Understand text structures
- Apply prior knowledge and make connections to other texts, self, and the world
- Make predictions and ask questions
- Create visual images as they read

The AVID curriculum supports reading through the use of:
- Deep reading strategies
- Note-taking
- Graphic organizers
- Vocabulary building
- Summarizing
- Reciprocal teaching gendas

The following is a list of instruction strategies that AVID encourages teachers to incorporate in their lessons. These strategies may be adapted to any subject.

Carousel Brainstorming

Ideas gathered quickly, topic written as headings on chart paper. Students divided into groups and given different colored markers, move clockwise to brainstorm ideas. After all groups have written on each chart, they should do a gallery walk to see the ideas that were added. Good precursor to a formal essay.

Concept Mapping

Allows for connections between new concepts and prior knowledge. Students should be given a list of related concepts and asked to make connections between them. Students can also create their own lists.

Consultants

Designed for discussion several topics during a class period. Students divide into several groups according to particular topics and serve as consultants to each other. They can be instructed to report out briefly at the end of the period.

Cornell Notes

With Cornell Notes, students take detailed notes from class lectures and texts in a wide right-hand margin and develop clarifying ideas or questions regarding these notes in a narrow left-hand margin. This helps students develop long-term retention and a deeper understanding of the material studied.

Dialectical Journal

Dialectical Journals allow students to record their thought in preparation or a discussion with a partner, small group or entire class. The following is a list of activities that students may do to interact with lecture notes, text, or video. With each activity students should divide their papers in half and place notes on the right side.

Meetings of the Minds

With this activity, students should research diverse characters from a specific time period and then engage in a "meeting of the minds" (conversation) in small groups or in a fishbowl setting. To do this, students should choose a character from a unit of study or time period, research him or her, and then write three questions that the character would ask each of the other characters on an assigned topic.

Pair Share

This activity is helpful when it is necessary to have small group discussions of individual issues. After completing an assigned reading, students should share their responses to open-ended questions with a partner. A whole-class discussion should follow

Parking Lot

This technique assesses level of understanding at carious intervals of a lesson. In preparation for the next days' lesson, student should be provided with sticky notes on which to write questions or statements about a given topic or concept. They should place their notes on a large chart that is posted in the room. The chart should be divided into three sections and labeled with headings such as I Don't Understand, I am Starting to Understand, and I Completely Understand. The teacher should take note of the questions and use them in preparing the lesson. At key points the students should be able to collaborate and move their sticky notes to the section most representing their level of understanding. The teacher is able to determine a general level of understanding among the students and to adjust the instruction accordingly. With this method, students who are hesitant to ask question orally will have their concerns addresses.

Philosophical Chairs

Philosophical Chairs is a technique that allows students to critically think, ponder and write their belief. First, the chair in the room should be arranged in the shape of a horseshoe. Then student should come to class with notes taken on an article, short story, essay, or literary selection. After being presented with a statement that will elicit thought and discussion, they should be told they will argue the merits of the statement and that their choice of seat during the discussion will illustrate their stance. For example, if they agree with the statement, they should sit on the right side of the room. If they disagree, they should sit on the left side, and if undecided, they should sit in the back. At designated intervals, student should be given the opportunity to change sides if they change their viewpoint. A good follow-up to this activity would be to write an argumentative essay.

Problem-Solution Journal

In this journal student record their thinking about possible solutions to problems being investigated. This strategy assists students in making connections between problems and solutions of the past and those of today. Students should divide into groups and separate their papers into three columns. The left column should represent the problems investigate; the middle column, a brainstorming of possible ideas; and the right column, a list of realistic solutions.

QuickWrites

Quickwrites involve asking a question, giving people a set amount of time for responding (usually between one to ten minutes), and either hearing or reading the responses. The quickwrite can be modified endlessly, depending on circumstances. Quickwrites encourage critical thinking warm-ups: use the quickwrite at the start of a class to get students focused on a new concept, or the material from last class, or preparatory reading material, etc. Student-directed quickwrites: have students lead the quickwrite session, having prepared a question in advance and thought through a method for fielding the responses. Class-closers: as with the warm-ups, use the quickwrite to prompt reflection through summary, synthesis, explanation, a question.

QuickSpeak

This activity is the oral equivalent of the quickwrite. A student draws a topic from a stack of index cards, thinks about it for five seconds, and then speaks before the class for a predetermined time. The topics are based on prior reading assignments.

Four Corners

Post four pieces of paper in the four corners of the classroom. Write a controversial topic on the board (for example: Schools should eliminate report cards). Have students move to the corner that best matches their position (Strongly Agree, Somewhat Agree, Strongly Disagree, Somewhat Disagree). If social cliques are a problem, have students write their choice on a card first in order to ensure honest reactions. Each corner will have 2 minutes to discuss and solidify their reasoning/logic. Each group selects a spokesperson to express the group's position. He/she has 30 seconds to express thoughts concisely and persuade their classmates. Other groups must listen intently. After the first corner presents, invite those who have been persuaded to move to the appropriate corner. Direct each group to present their group's position in turn. Allow students to move to the appropriate corners if they have changed their minds.

Jigsaw

The Jigsaw method is a cooperative learning technique in which students work in small groups. Jigsaw can be used in a variety of ways for a variety of goals, but it is primarily used for the acquisition and presentation of new material, review, or informed debate. In this method, each group member is assigned to become an "expert" on some aspect of a unit of study. After reading about their area of expertise, the experts from different groups meet to discuss their topic, and then return to their groups and take turns teaching their topics to their groupmates.

1.9 FEEDBACK & ACKNOWLEDGEMENT

> **Main Idea:** Students will sustain positive behavior only if there are regular strategies for continuous re-teaching and rewarding appropriate behavior. Formal systems are easier for teachers/staff to implement.

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.

Positive reinforcement and recognition is important in increasing the reoccurrence of appropriate behaviors. Lincoln values the contributions of all students and provides multiple opportunities for recognition of achievement and contribution to the school community.

Formal and informal methods of acknowledgement and recognition:

- School-wide assemblies
- Student interest clubs
- LHS Weekly Bulletin
- Cardinal Yearbook
- Frequent list-serve communication to parents and staff
- Display of student creative works in hallways and display cases

In June 2016 at the Senior Assembly, Peyton Chapman, Principal, awarded three social justice awards. The anti-bullying trophy was awarded to Montse Mendez-Higuera who led the New Student Club and was involved in MEChA. Ms. Mendez-Higuera included anti-bullying instruction in the group conversations with students new to Lincoln: one of the research-based principles of effective anti-bullying programs. The social justice award went to Miriam Mays for her groundbreaking work together with Rachel Lutz in establishing the first multi-stall gender-inclusive restroom in PPS and in Oregon. The Student Union Leadership award went to Emery Roberts for establishing the state's first Dyslexic Student Union.

Lincoln's Student Leadership class has been tasked with designing and implementing a school-wide activity which acknowledges and recognize the demonstration of positive character traits among members of the school community. This activity is planned for April of 2017.

Teens in Lake Oswego, Portland recognized for volunteerism

Alisha Zhao, 17, a junior at Lincoln High School in Portland, and Michael Murray, a Lake Oswego Junior High School eighth-grader, were awarded the honors by The Prudential Spirit of Community Awards. Full story »

💬 + | 11 months ago   By Dana Tims | The Oregonian/OregonLive

1.10 FACULTY INVOLVEMENT

> **Main Idea:** Schools need active engagement of faculty to be successful with PBIS implementation and sustain the work over time.

Faculty are shown school-wide data regularly and provide input on universal foundations (e.g., expectations, acknowledgements, definitions, consequences) at least every 12 months.

Date	Faculty Meetings: Topics	Presenter
9/6/16	All Faculty Meeting- Data Review/Synergy Discipline Update	Alfredo Quintero
9/20/16	Interdisciplinary PLC Meeting- Lesson Plan:3 character traits	PLC Leaders
10/4/16	All Faculty Meeting- Mental Health/Anti-Bullying and Suicide Prevention, School Climate Survey data	Jim Hanson
11/15/16	Interdisciplinary PLC-AVID Focus Lesson	Melinda Gale
12/6/16	All Faculty Meeting- Possibly Equity/Climate Plan	TBD
1/17/17	Interdisciplinary PLC Meetings- TFI 1.6	PLC Leaders
1/31/17	Department PLC Meetings-Climate Plan Review	PLC Leaders
2/14/17	Department PLC Meetings-1st Semester Data Review	PLC Leaders
2/28/17	All Staff- IB, Climate Plan & Staff Survey	JoAnn Wadkins, Dave Clingan
3/7/17	All Faculty Meeting-School Equity PD – Disaggregated Data	Jessica Mallare-Best
4/18/17	Interdisciplinary PLC Meeting-AVID Lesson	Melinda Gale

1.11 STUDENT/FAMILY/COMMUNITY INVOLVEMENT

Main Idea: Schools need active engagement of students, families and the community to be successful.

Stakeholders (students, families, and community members) provide input on universal foundations (e.g., expectations, consequences, acknowledgements) at least every 12 months.

Lincoln High School's site council consists of teachers, administrators, parents and students. Our school climate plan has been presented to the Site Council for discussion and feedback. Additional survey data from the LHS community will be collected and shared with all stakeholders.

Date	Topic & Group	Activities	Organizer
9/16/16	Site Council	Review CAP/Climate Plan, Instructional Program Overview	Peyton Chapman
10/17/16	Site Council	Climate Plan and CAP Progress	Peyton Chapman
11/21/16	Site Council	Site Council-Quarter 1 Data Review	Peyton Chapman
1/23/17	Site Council	Overview of School Climate Handbook and SC Action Plan	Peyton Chapman
2/27/17	Site Council	TFI Self-Assessment and Site Council Survey	Peyton Chapman
3/20/17	Site Council	Quarter 3 Data	Peyton Chapman
4/17/17	Site Council	CAP Update/Climate Plan Update/Staffing Update	Peyton Chapman
5/22/17	Site Council	CAP and Climate Plans	Peyton Chapman

OPPORTUNITIES FOR INVOLVEMENT

PARENTS	STUDENTS
• Surveys • Site Council • Health Action Network • Friends of Lincoln • Parent/Teacher Conferences	• Surveys • Leadership Teams • Unity Group • Diversity Clubs • Cardinal Mentors • Peer Mediation

Portland Public Schools

Tier I Evaluation

1.12 DISCIPLINE DATA

Main Idea: Teams need the right information in the right form at the right time to make effective decisions.

Tier I team has instantaneous access to graphed reports summarizing discipline data organized by the frequency of problem behavior events by behavior, location, time of day, and by individual student.

DASHBOARD DISCIPLINE REPORTS

PPS Dashboard provides detailed discipline data for our school, as well as other schools for comparison purposes. The following reports available through Dashboard enables Tier 1 team members to assess effectiveness of supports in the areas of Discipline, Attendance, and Academics.

- **Incident/Referral Core Metrics**

- **Discipline List**

- **Disciplinary Incidents – Original Dashboard**

- **Disciplinary Incidents – Expandable**

- **Disciplinary Incident Details**

- **Discipline by Program Report (SpEd, LEP, TAG, Immersion)**

- **Academic Priority Prioritization**

- **At-Risk Student List**

- **Attendance Interventions**

- **Chronic Absence Monitoring**

- **Three Period Average Daily Attendance**

- **Monthly ADA – Cumulative**

- **Monthly ADA – Discrete**

- **Monthly ADA - Discrete with Deltas**

- **Quarterly ADA**

- **Period Absence Patterns**

Portland Public Schools

1.13 DATA-BASED DECISION MAKING

> **Main Idea:** Teams need the right information in the right form at the right time to make effective decisions.

Tier I team reviews and uses discipline data and academic outcome data (e.g., Curriculum-Based Measures, state tests) at least monthly for decision making.

Lincoln uses data in various forms and from a variety of sources to evaluate programs, screen individual students, and ensure that supports are adequately meeting the needs of our students. The following is a list of the primary data review processes that occur at out school:

DATA REVIEWS

ASCD School Climate Survey
SIT Team Reviewed = date ? 2017 (Jim)
Full Staff Reviewed = date ? 2017 (Jim)

SEM 1 Dashboard Disaggregated Discipline, Attendance, Academics Data
Team Reviewed = 2/27/17 (Dave)
Site Council Reviewed = 3/6/17 (Dave)
Full Staff Reviewed = 3/14/17 (Jessica)

SEM 1 Disaggregated Unsatisfactory Grade Data (per course/teacher)
Site Council Reviewed = 3/6/17 (Ginger)
Staff Reviewed = 3/7/17 (Ginger)

Quarterly At-Risk Student List
SIT Team Reviewed: weekly

State Surveys: Oregon Healthy Teen Survey & Oregon Student Wellness Survey
Site Council Reviewed: 3/6/17 (Jim)

LHS School Climate Surveys:
Team Reviewed = TBD
Site Council Reviewed = TBD
Full Staff Reviewed = TBD

LHS School Report Card
Full Staff Reviewed: 10/?/16 (Alfredo/Peyton)

Naviance Back-to-School Survey
SIT Team Reviewed: 9/?/16

Comprehensive Achievement Plan (CAP)
CAP Team = TBD

Portland Public Schools

<mark>**1.14 FIDELITY DATA**</mark>

Main Idea: Measuring fidelity is essential for maintaining high-criterion use of PBIS. Any Tier I fidelity measure is acceptable. Completing this inventory meets the criterion for a "2" score.

Tier I team reviews and uses SWPBIS fidelity (e.g., SET, BoQ, TIC, SAS, Tiered Fidelity Inventory) data at least annually.

Our Tier 1 Team is using the **Tiered Fidelity Inventory Self-Assessment Scoring** tool to measure School Climate Tier 1 fidelity.

TIER 1 FIDELITY SELF-ASSESSMENT

School: Lincoln High School   Date: APRIL, 2017
Tier 1 Team Members Surveyed: Jim Hanson, Sean Mailey, Dave Clingan, Peyton Chapman, JoAnn Watkins, Steve Pape, Alfredo Quintero, Ginger Taylor

Tier I					
Subscale	TFI Feature	Current score	Actions	Person(s) responsible	Timeline
Teams	<mark>**1.1 Team Composition** Tier I team includes a Tier I systems coordinator, a school administrator, a family member, and individuals able to provide expertise in (a) behavior, attendance & discipline (b) multi-tiered systems of support, (c) equity, (d) mental health (e) instruction and curriculum, (f) school programs and operations, (g) family engagement, (h) professional development, (i) data collection & analysis. Team composition reflects student and community demographics.</mark> Data source: •LHS School Climate Handbook, pg 9	2	**Current Status:** School Climate Team includes a Tier I systems coordinator, a school administrator, a family member, and individuals able to provide expertise in (a) behavior, attendance & discipline (b) multi-tiered systems of support, (c) equity, (d) mental health (e) instruction and curriculum, (f) school programs and operations, (g) family engagement, (h) professional development, (i) data collection & analysis. Team composition reflects student and community demographics. **Next Steps:** • Done	SC Team	(Done)

Portland Public Schools

	1.2 Team Operating Procedures <mark>Tier I team communicates regularly and effectively to advance school climate goals and action plan. Meetings are held as needed to address specific school climate agenda items that full require team collaboration.</mark> Data source: • LHS School Climate Handbook, pg 10	2	**Current Status:** Tier I team communicates regularly and effectively to advance school climate goals and action plan. Meetings are held as needed to address specific school climate agenda items that full require team collaboration. **Next Steps:** • Team meeting to formalize schedule/process for future teamwork, review action plan	SC Team	03/17
I m p l e m e n t a t i o n	**1.3 Behavioral Expectations** School has identified five or fewer positively stated behavioral expectations and/or character traits, that are visible to all, are inclusive and affirming of all qualities of our students, and are developed with student and family input. Data source: • LHS School Climate Handbook, pg 11-12 • School Posters • SC Staff & Student Survey Results page 9	2	**Current Status:** School has identified five or fewer positively stated behavioral expectations and/or character traits, that are visible to all, are inclusive and affirming of all qualities of our students. 78% of Lincoln students surveyed submitted meaningful interpretations of LHS Cardinal Traits (Caring, Resilient, Principled) **Next Steps:** • Additional Staff PD, • Student designed school-wide activity • PENDING WALKTHROUGH	SC Team Student Leadership	05/17
	1.4 Teaching Expecations Expected behaviors and/or character traits are taught directly to all students in classrooms and across other campus settings/locations. Lesson plans are inclusive and affirming for all students. Families are included in communication about school-wide expectations. Data source: • Character Traits Lesson Plans • LHS School Climate Web Page • LHS School Climate Handbook, pg 13-16	2	**Current Status:** Expected academic and social behaviors and/or character traits have been taught directly to all students in classrooms and across other campus settings/locations. 57% of teachers report teaching the expectations this year. Lesson plans are inclusive and affirming of all qualities of our students. **Next Steps:** • Produce/distribute Staff	Staff Student Leadership	05/17

• SC Staff & Student Survey Results pages 7 • Student led activities (TBD)		Handbook • engage PLC's in integrating traits into curriculum and syllabi • PENDING WALKTHROUGH		
1.5 Problem Behavior Definitions School has clear definitions for behaviors that interfere with academic and social success, that reflect student and family voice, and a clear policy/procedure (e.g., flowchart) for addressing office-managed versus staff-managed problems. Data source: • LHS School Climate Handbook, pg 17-26 • Student Rights & Responsibilities Handbook • Discipline Flow Chart • SC Staff & Student Survey Results page 7 • Lincoln Student Handbook	2	**Current Status:** School has clear definitions for behaviors that interfere with academic and social success, that reflect student and family voice, and a clear policy/procedure (e.g., flowchart) for addressing office-managed versus staff-managed problems**.** 89% of students surveyed agree that Lincoln has clearly defined expectations. 77% of students reported that they have a solid understanding of discipline policies and procedures. **Next Steps:** • Examine racial gaps in survey data	Admin	(Done)
1.6 Discipline Policies School policies and procedures describe and emphasize proactive, instructive, and/or restorative approaches to student behavior that are implemented consistently and reflect understanding of community values and practices. Data source: • LHS School Climate Handbook, pg 27-39 • SC Staff & Student Survey Results page 7 • Lincoln Student Handbook • Lincoln Staff Handbook (TBD)	2	**Current Status:** School policies and procedures describe and emphasize proactive, instructive, and/or restorative approaches to student behavior that are implemented consistently, and reflect understanding of community values and practices. 77% of students reported that they have a solid understanding of discipline policies and procedures. Over 70% of students of color report that staff treat students fairly and consistently with regard to discipline. **Next Steps:** • Assess consistency based on survey results • Staff Handbook	SC Team	05/17

Portland Public Schools

1.7 Professional Development <mark>An effective professional development program is used for orienting all faculty/staff on 5 core Tier I SWPBIS practices: (a) teaching school-wide expectations, (b) acknowledging appropriate behavior, (c) correcting errors, and (d) requesting assistance, (e) and understanding the influence of race, culture and language on student behavior and choices.</mark> Data source: • LHS School Climate Handbook pg 40-41 • PPS Staff Multicultural Survey • SC Staff & Student Survey Results • PD Calendar • Staff Handbook (TBD)	2	**Current Status:** An effective professional development program is used for orienting all faculty/staff on 5 core Tier I SWPBIS practices: (a) teaching school-wide expectations, (b) acknowledging appropriate behavior, (c) correcting errors, and (d) requesting assistance, (e) and understanding the influence of race, culture and language on student behavior and choices. Staff is fully engaged in regularly scheduled equity training. 71% has attended Beyond Diversity training. 95% of staff surveyed reported using principles of culturally responsive teaching practices **Next Steps:** • All-Staff School Climate & Equity PD • Staff Handbook • New staff school climate orientation plan	SC Team	05/17
1.8 Classroom Procedure Tier I features (school-wide expectations, routines, acknowledgements, in-class continuum of consequences) are implemented within classrooms and consistent with school-wide systems. Students of ALL racial, cultural, ethnic and linguistic backgrounds feel welcomed and valued in the classroom. Data source: • LHS School Climate Handbook, pg 42-44 • PPS Staff Multicultural Survey • SC Staff & Student Survey Results page 6 • Staff Handbook (TBD)	1	**Current Status:** Tier I features (school-wide expectations, routines, acknowledgements, in-class continuum of consequences) are implemented within classrooms and consistent with school-wide systems. Students of ALL racial, cultural, ethnic and linguistic backgrounds feel welcomed and valued in the classroom.* **Next Steps:** • Produce/distribute Staff Handbook • Continue equity PD	Student Leadership Staff	05/17

Portland Public Schools

		• Examine disaggregated student survey data*		
1.9 Feedback and Acknowledgment Interactive and inclusive strategies are implemented to effectively promote specific school-wide expectations (principled, caring, resilient) and acknowledge students who demonstrate these traits. Data source: • LHS School Climate Handbook, pg 45 • SC Staff & Student Survey Results page 8 •Student Survey: 58% agree •Staff Survey: 68% agree	2	**Current Status:** Interactive and inclusive strategies are implemented to effectively promote specific school-wide expectations (principled, caring, resilient) and acknowledge students who demonstrate these traits. 58% of students surveyed report that students are frequently recognized for positive behavior* **Next Steps:** • Student led activities re: Exemplars of Lincoln traits • Examine disaggregated student survey data* • PENDING WALKTHROUGH	Staff/ SC Team	05/17
1.10 Faculty Involvement Faculty are shown disaggregated school-wide data regularly and provide input on school climate foundations (e.g., expectations, acknowledgements, definitions, consequences) at least every 12 months. Data source: • Semester Data Reports • LHS School Climate Handbook, pg 46 • SC Staff & Student Survey Results • PPS Staff Multicultural Survey • All-Staff Data Presentations (3/7, Next =?)	2	**Current Status:** Faculty are shown disaggregated school-wide data regularly and provide input on school climate foundations (e.g., expectations, acknowledgements, definitions, consequences) at least every 12 months.75% of teachers surveyed state that data is reviewed and disaggregated by race and ethnicity to monitor the achievement gap. Semester data & survey data has been shared with staff. **Next Steps:** • Input on school climate expectations, acknowledgements, definitions, consequences will be solicited from all-staff in February via survey • Disaggregated SEM1	SC Team	05/17

Portland Public Schools

			data will be shared at full staff equity trainings on March 7 and TBD?		
	1.11 Student/Family/Community Involvement Stakeholders (students, families, and community members of all racial, cultural, ethnic and linguistic backgrounds) provide input on school climate foundations (e.g., expectations, consequences, acknowledgements) at least every 12 months. Data source: • LHS School Climate Handbook, pg 47 • Site Council Climate Presentation • SC Staff & Student Survey Results	1	**Current Status:** LHS Site Council (students, families, and community members) provides input on universal foundations (e.g., expectations, consequences, acknowledgements). Students and parents are actively involved in school climate projects. All stakeholders were surveyed and asked for input related to school climate in March 2017. 63% of staff surveyed reported that they were satisfied with their options to engage in school climate work. **Next Steps:** • SC Team develop action steps which improve communication/involvement of community members of all racial, cultural, ethnic and linguistic backgrounds in school climate work.	TBD	TBD
E v a l u a - t i o n	**1.12 Discipline Data** Tier I team has instantaneous access to graphed reports summarizing discipline data organized by the frequency of problem behavior events by behavior, location, time of day, and by individual student. Data is disaggregated by race, language, exceptionality, SpEd, etc. Data source: • LHS School Climate Handbook, pg 48 • Synergy & Dashboard	2	**Current Status:** Tier I team has instantaneous access to graphed reports summarizing discipline data organized by the frequency of problem behavior events by behavior, location, time of day, and by individual student. Data is disaggregated by race, language, exceptionality, SpEd, etc. **Next Steps:** • Done	SC Team	(Done)
	1.13 Data-based Decision Making Tier I team reviews and uses discipline data and academic outcome at least bi-annually for decision making. Data is disaggregated by race, language,	2	**Current Status:** Tier I team reviewed and used discipline and academic outcome data for 2016-17 semester 1 or decision making. Data is disaggregated by	SC Team	09/17

exceptionality, SpEd, etc. Data source: • LHS School Climate Handbook, pg 49 • SC Staff & Student Survey Results • Semester 1 Data Report		race, language, exceptionality, SpEd, etc. SC Climate survey report shared with team and all LHS staff. **Next Steps:** • Expand collection and analysis and archiving of disaggregated academic, discipline and attendance data on a quarterly basis.		
1.14 Fidelity Data Tier I team reviews and uses Tiered Fidelity Inventory data at least annually. Data source: • LHS School Climate Handbook, pg 50 • TFI Self-Assessments	2	**Current Status:** Tier I team reviewed and used Tiered Fidelity Inventory twice this school year. **Next Steps:** • January TFI Self-Assessment by Climate Team • TFI re-assessed in February/March • TFI re-assessed in May	SC TEAM	May, 2017
1.15 Annual Evaluation Tier I team documents fidelity and effectiveness (including on academic outcomes) of Tier I practices at least annually (including year-by-year comparisons) that are shared with stakeholders (staff, families, community, district) in a usable format. Assessment of school success includes student and family voice (survey, focus groups, etc.) Data source: • LHS School Climate Handbook, pg 55 • Annual Report (TBD)	1	**Current Status:** On the Oregon Healthy Teens/Oregon School Wellness Surveys, we are at 64.8% of students meeting the Positive Youth Development benchmark. **Next Steps:** • Produce and publish a 2016-17 Annual Report that documents fidelity and effectiveness (including on academic outcomes) of Tier I practices (including year-by-year comparisons) that are shared with stakeholders (staff, families, community, district).	DC	August, 2017

Portland Public Schools

1.15 ANNUAL EVALUATION

Main Idea: Implementation of the core components of PBIS is more likely if the Tier I team both self-assesses implementation status at least annually AND reports their status to relevant stakeholders (i.e., school community, school board, etc.)

Tier I team documents fidelity and effectiveness (including on academic outcomes) of Tier I practices at least annually (including year-by-year comparisons) that are shared with stakeholders (staff, families, community, district) in a usable format.

ANNUAL REPORT

While much of this data is collected and shared throughout the school year, the Tier 1 team will produce an annual report prior to the beginning of the 2017-18 school year. The annual report will address progress on the following school climate SMART goals:

By June 20, 2017:

1) Score at least 80% or better on the Tiered Fidelity Inventory checklists which includes

   a) providing three whole-school lessons on define character traits

   b) posting character traits in the school

   c) other markers of implementation

2) Conduct surveys on the acceptability of evidence-based practices with teachers and Student Information Team (SIT) members to gauge acceptability of EBPs at Lincoln (done)

3) Increase our Whole Child survey score on school climate and character traits from 3.85 (yellow zone) to 4.00 (green zone)

4) Increase use of character traits interviews/essays (example provided) with students who have been referred for discipline incidents from 0% to 50%

5) On the Oregon Healthy Teens Survey/Oregon School Wellness Survey, increase the percentage of students meeting Positive Youth Development benchmark from 64.8 percent to 70.0%

6) Produce a post for public access a comprehensive LHS School Climate Handbook (done)

7) Produce and disseminate to teachers an LHS Staff Handbook

8) Produce and maintain a School Discipline Flow Chart (done)

9) Produce and post for public access a School Climate Annual Report

10) Conduct a school-wide student school climate survey. Include an analysis of results in the annual report.

11) Conduct a full-staff s PBIS/School Climate Survey. Include analysis of results in the annual report.

Portland Public Schools

Lincoln School Climate Action Timeline 2016-17

Date	☑	Tier 1 Action Item		Document	Presentation	Survey	Process
Spring	☑	School Climate Leadership Training	TEAM				◆
September	☑	Team Composition	TEAM				◆
October	☑	Character Traits Lesson	JW				◆
Jan 31	☑	**School Climate Handbook**	DC	◆			
Jan 31	☑	TFI Assessment #1	TEAM				◆
Jan 31	☑	**School Climate Power Point**	DC	◆			
Jan 31	☑	**School Discipline Flow Chart**	SP/AQ	◆			
Feb 5	☑	Update LHS website with SC docs	DC				◆
Feb 8	☑	Meeting w/ SC TOSA	DC/KP				◆
Feb 17	☑	TFI Customization for LHS	DC	◆			
Feb 21	☑	**Sem 1 Data Report**	DC	◆			
Feb 27	☑	Site Council Presentation/Survey	DC		◆	◆	
Feb 28	☑	All Staff Presentation/Survey	DC		◆	◆	◆
Mar 3	☑	Student Survey (flex)	DC			◆	
Mar 7	☑	All Staff Disaggregated Grade Data	GT	◆	◆		◆
Mar 13	☑	SC Team Meeting- Data/TFI Update	TEAM				◆
Mar 20	☑	**SC Survey Report – Staff Shared**	SP	◆			◆
Mar 21		All Staff SEM 1 Climate Data	JM	◆	◆		
April		Student Leadership-Led SC Activity	HA				◆
May		**Staff Handbook**	SP	◆			
May TBD		SC Team Meeting	TEAM				◆
June		TFI Assessment #2	TEAM				
July-Aug		**Annual Report** (Sem 2 Data, TFI Assessment, Survey results, etc)	DC	◆			

Portland Public Schools

Student Survey (SS1)

1. **What best describes your race/ethnicity?**
   Mark only one oval.

   ⬭ Hispanic or Latino

   ⬭ Asian

   ⬭ Black or African American

   ⬭ American Indian or Alaskan Native

   ⬭ Pacific Islander

   ⬭ White

   ⬭ Multiple Races/Ethnicities

2. **What grade are you in?**
   Mark only one oval.

   ⬭ 9th

   ⬭ 10th

   ⬭ 11th

   ⬭ 12th

School Climate Survey Questions:

3. **I like school.**
   Mark only one oval.

   ⬭ Strongly Disagree

   ⬭ Somewhat Disagree

   ⬭ Somewhat Agree

   ⬭ Agree

4. **I feel successful at school.**
   Mark only one oval.

   ⬭ Strongly Disagree

   ⬭ Somewhat Disagree

   ⬭ Somewhat Agree

   ⬭ Strongly Agree

5. **I feel my school has high standards for achievement.**
   Mark only one oval.

   ( ) Strongly Disagree

   ( ) Somewhat Disagree

   ( ) Somewhat Agree

   ( ) Strongly Agree

6. **My school sets clear rules for behavior.**
   Mark only one oval.

   ( ) Strongly Disagree

   ( ) Somewhat Disagree

   ( ) Somewhat Agree

   ( ) Strongly Agree

7. **Teachers treat me with respect.**
   Mark only one oval.

   ( ) Strongly Disagree

   ( ) Somewhat Disagree

   ( ) Somewhat Agree

   ( ) Strongly Agree

8. **The behaviors in my classes allow the teachers to teach.**
   Mark only one oval.

   ( ) Strongly Disagree

   ( ) Somewhat Disagree

   ( ) Somewhat Agree

   ( ) Strongly Agree

9. **Students are frequently recognized for positive behavior.**
   Mark only one oval.

   ( ) Strongly Disagree

   ( ) Somewhat Disagree

   ( ) Somewhat Agree

   ( ) Strongly Agree

10. **School is a place at which I feel safe.**
    Mark only one oval.

    ( ) Strongly Disagree

    ( ) Somewhat Disagree

    ( ) Somewhat Agree

    ( ) Strongly Agree

11. **I know an adult at school that I can talk with if I need help.**
Mark only one oval.

- ( ) Strongly Disagree
- ( ) Somewhat Disagree
- ( ) Somewhat Agree
- ( ) Strongly Agree

12. **Staff and students at school show respect for each other.**
Mark only one oval.

- ( ) Strongly Disagree
- ( ) Somewhat Disagree
- ( ) Somewhat Agree
- ( ) Strongly Agree

13. **My teachers have a good understanding of my race or culture.**
Mark only one oval.

- ( ) Strongly Disagree
- ( ) Somewhat Disagree
- ( ) Somewhat Agree
- ( ) Strongly Agree

14. **My classes include subject matter that relates to my race or culture.**
Mark only one oval.

- ( ) Strongly Disagree
- ( ) Somewhat Disagree
- ( ) Somewhat Agree
- ( ) Strongly Agree

15. **I have a solid understanding of LIncoln's discipline policies and procedures.**
Mark only one oval.

- ( ) Strongly Disagree
- ( ) Somewhat Disagree
- ( ) Somewhat Agree
- ( ) Strongly Agree

16. **Teachers and administrators treat students fairly and consistently around discipline.**
Mark only one oval.

- ( ) Strongly Disagree
- ( ) Disagree
- ( ) Agree
- ( ) Strongly Agree

17. **My overall opinion of school climate at Lincoln is:**
Mark only one oval.

- ( ) Very low
- ( ) Somewhat low
- ( ) neutral
- ( ) Somewhat high
- ( ) Very high

18. **When I think about school climate, I am most concerned about... (choose up to four):**
Check all that apply.

- [ ] Overcrowding/Facility problems
- [ ] Character traits
- [ ] Academic integrity (cheating, plagiarism, etc.)
- [ ] Bullying/Harassment
- [ ] Academic pressure/Stress/Mental health
- [ ] Students skipping school
- [ ] Disrespect toward peers and/or adults
- [ ] Drugs and alcohol
- [ ] Racial/Ethnic/Cultural acceptance and inclusion
- [ ] Classroom disruption
- [ ] Class sizes
- [ ] Other: _____

19. **Briefly explain what the character trait "caring" means to you:**

_____

20. **Briefly explain what the character trait "principled" means to you:**

_____

21. **Briefly explain what the character trait "resilient" means to you.**

_____

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Staff Survey (ST1)

1. **My school has clearly defined expectations for appropriate behavior.**
   Mark only one oval.

   ◯ Strongly Disagree

   ◯ Disagree

   ◯ Neutral

   ◯ Agree

   ◯ Strongly Agree

2. **I have taught the expectations to my students this year.**
   Mark only one oval.

   ◯ Strongly Disagree

   ◯ Disagree

   ◯ Neutral

   ◯ Agree

   ◯ Strongly Agree

3. **The hierarchy of consequences for inappropriate behavior is used consistently.**
   Mark only one oval.

   ◯ Strongly Disagree

   ◯ Disagree

   ◯ Neutral

   ◯ Agree

   ◯ Strongly Agree

4. **I find it easy to follow the office referral process.**
   Mark only one oval.

   ◯ Strongly Disagree

   ◯ Disagree

   ◯ Neutral

   ◯ Agree

   ◯ Strongly Agree

Portland Public Schools

5. **I am satisfied with the process that is in place to discuss student behavior concerns in my school.**

Mark only one oval.

◯ Strongly Disagree

◯ Disagree

◯ Neutral

◯ Agree

◯ Strongly Agree

6. **I communicate with parents regarding their child's behavior.**

Mark only one oval.

◯ Strongly Disagree

◯ Disagree

◯ Neutral

◯ Agree

◯ Strongly Agree

7. **I regularly receive data about behavior concerns at my school.**

Mark only one oval.

◯ Strongly Disagree

◯ Disagree

◯ Neutral

◯ Agree

◯ Strongly Agree

8. **I feel safe and comfortable at this school.**

Mark only one oval.

◯ Strongly Disagree

◯ Disagree

◯ Neutral

◯ Agree

◯ Strongly Agree

9. **The students at this school feel safe and comfortable.**

Mark only one oval.

◯ Strongly Disagree

◯ Disagree

◯ Neutral

◯ Agree

◯ Strongly Agree

Portland Public Schools

10. **Staff and students show respect for each other.**
Mark only one oval.

( ) Strongly Disagree

( ) Disagree

( ) Neutral

( ) Agree

( ) Strongly Agree

11. **Positive behaviors are acknowledged and reinforced at my school.**
Mark only one oval.

( ) Strongly Disagree

( ) Disagree

( ) Neutral

( ) Agree

( ) Strongly Agree

12. **My school has high expectations of achievement.**
Mark only one oval.

( ) Strongly Disagree

( ) Disagree

( ) Neutral

( ) Agree

( ) Strongly Agree

13. **I have a solid understanding of Lincoln's discipline policies and procedures.**
Mark only one oval.

( ) Strongly Disagree

( ) Disagree

( ) Agree

( ) Strongly Agree

14. **I understand and accept my responsibilities in managing and reporting problem behaviors.**
Mark only one oval.

( ) Strongly Disagree

( ) Disagree

( ) Agree

( ) Strongly Agree

Portland Public Schools

15. **I use PBIS practices in my classroom.**
Mark only one oval.

- ( ) Strongly Disagree
- ( ) Disagree
- ( ) Agree
- ( ) Strongly Agree

16. **I use principles of culturally responsive teaching and learning in my practice.**
Mark only one oval.

- ( ) Strongly Disagree
- ( ) Disagree
- ( ) Agree
- ( ) Strongly Agree

17. **I understand the purpose of the Tiered Fidelity Inventory.**
Mark only one oval.

- ( ) Strongly disagree
- ( ) Disagree
- ( ) Agree
- ( ) Strongly agree

18. **I am satisfied with the opportunities I have to participate in school climate improvement.**
Mark only one oval.

- ( ) Strongly disagree
- ( ) Disagree
- ( ) Agree
- ( ) Strongly agree

19. **My overall opinion of the school climate at Lincoln is:**
Mark only one oval.

- ( ) Very Low
- ( ) Low
- ( ) Nuetral
- ( ) High
- ( ) Very High

6. **I have a strong understanding of Lincoln's discipline policies and procedures**
   Mark only one oval.

   ( ) Strongly disagree

   ( ) Disagree

   ( ) Agree

   ( ) Strongly agree

7. **I understand and accept my responsibilities in managing and reporting problem behaviors**
   Mark only one oval.

   ( ) Strongly disagree

   ( ) Disagree

   ( ) Agree

   ( ) Strongly agree

8. **My opinion of the school climate at Lincoln is**
   Mark only one oval.

   ( ) Very low

   ( ) Low

   ( ) Acceptable

   ( ) High

   ( ) Very High

9. **I can name Lincoln's 3 key character traits**
   Mark only one oval.

   ( ) Disagree

   ( ) Agree

10. **I would like to know more about**
    Check all that apply.

    [ ] Integrating character traits into my curriculum

    [ ] Classroom management

    [ ] Collaborative Problem Solving

    [ ] Restorative Justice

    [ ] AVID strategies

    [ ] Acknowledging appropriate behaviors

    [ ] School-wide discipline data

    [ ] LHS disciplinary policies and procedures

Portland Public Schools

20. **When I think about school climate at Lincoln, I am most concerned about... (choose up to four):**
Check all that apply.

- [ ] Facility problems
- [ ] Character traits
- [ ] Academic integrity (cheating, plagiarism etc)
- [ ] Bullying/Harassment
- [ ] Academic Pressure/Student Stress/Mental health
- [ ] Effectiveness of PBIS practices
- [ ] Students skipping school
- [ ] Disrespect toward peers and/or adults
- [ ] Drugs and alcohol
- [ ] Racial/Ethnic/Cultural acceptance and inclusion
- [ ] Family engagement
- [ ] Classroom management
- [ ] Class sizes
- [ ] Other: _____

21. **I would like to know more about:**
Check all that apply.

- [ ] Integrating character traits into my curriculum
- [ ] Culturally responsive classroom management practices
- [ ] Collaborative Problem Solving
- [ ] Restorative Justice
- [ ] AVID strategies
- [ ] Acknowledging and reinforcing positive behaviors
- [ ] School-wide behavior data
- [ ] School and District disciplinary policies and procedures

22. **Please state what the character trait "principled" means to you:**

_____

23. **Please state what the character trait "caring" means to you:**

_____

24. **Please state what the character trait "resilient" means to you:**

_____

25. **Any comments/suggestions related to school climate?**