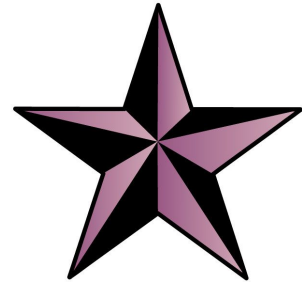# Lane Middle School
School Climate Handbook

Empowered To Learn. Prepared to Succeed.

Be Respectful

Be Responsible

Be Safe

2018-2019

Our mission is to prepare all Lane scholars for academic and lifelong success as courageous and compassionate global citizens.

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WHAT IS SCHOOL CLIMATE?

SCHOOL CLIMATE OVERVIEW

School Climate encompasses CR-PBIS (Culturally-Responsive Positive Behavioral Interventions & Supports), Restorative Practices with the lens of racial equity and practices of CARE (Collaborative Action Research for Equity) explicitly called out and woven in.

School Climate

Restorative Practices

Equity & CARE
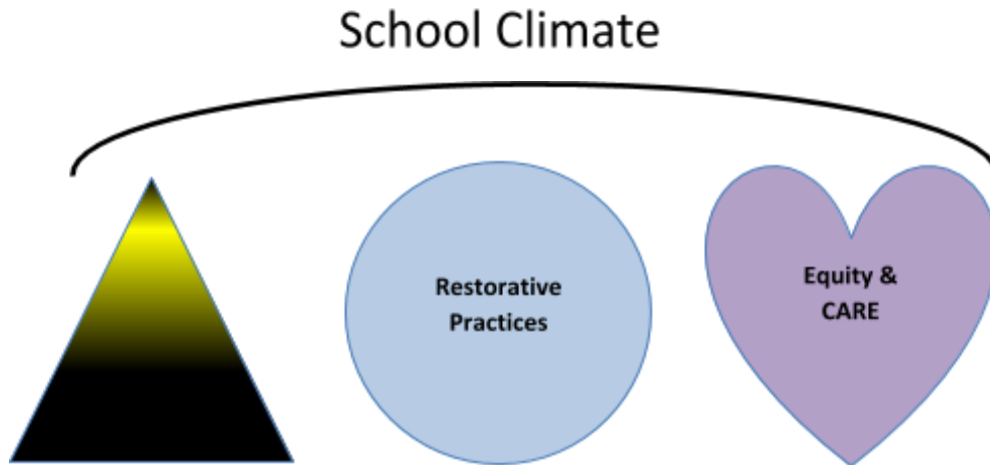
CR-PBIS

CR-PBIS (Culturally-Responsive Positive Behavioral Interventions & Supports) uses implementation science to help students to develop positive behaviors. At the most basic level, CR-PBIS can be described as a three-pronged approach:

1. Explicitly teach what is expected
2. Actively acknowledge kids when they are following the expectations
3. Instructionally correct kids when they are not following the expectations

Research shows that when school staff acknowledge positive behaviors at least three times more often than correcting behavioral mistakes, misbehaviors decrease significantly.

CR-PBIS uses disaggregated data to make decisions and to develop the systems and practices of a school. The unique racial, cultural and linguistic makeup of the school is explicitly addressed at every decision point.

More specifically:

- Accesses all stakeholders to develop and promote school values
- Develops common area expectations for all parts of the building
- Designs lesson plans and schedules to teach common area expectations throughout the year.
- Creates and maintains systems to acknowledge students who are following the school values and expectations. This may be acknowledgement tickets, regular assemblies, or awards for individuals, classes, grade levels, etc.
- Develops school wide policies that are proactive, preventative and restorative.

- Utilizes staff input to build corrective discipline systems (i.e. a flowchart) and calibrate clear definitions of student behaviors.

How do we make certain that PBIS is culturally responsive?
- We systematically assess and review student and family voices and adjust our practices to reflect the needs of our community (See *Tier I Evaluation*)

RESTORATIVE PRACTICES

Restorative Practices, also referred to as Restorative Justice, is a range of community building, peacemaking practices adapted to the school setting. The intention is to build trusting relationships and offer restorative alternatives to punitive discipline.

Restorative Inquiry is an essential restorative practice. A series of guiding questions are asked:

- What happened?
- Who was affected/impacted?
- What can be done to make and keep things right?
- How can others support you?

EQUITY/CARE

This handbook is intended to inform Lane Middle School staff of the processes that support the reduction of exclusionary discipline to provide our students with equitable access to education. Portland Public Schools' top priorities include eliminating racial disproportionality in exclusionary discipline.

Our 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

THE SCHOOL CLIMATE TEAM (TIER I)

SCHOOL CLIMATE TEAM INFORMATION (1.1/1.2)

Team Member	Name	Primary Meeting Role (Facilitator, Data Analyst, Minute Taker)	Backup Meeting Role (Facilitator, Data Analyst, Minute Taker)
Coordinator	Michael Rowell, AP		
Administrator	Jeandre Carbone, Principal, Sarah Waltrip, AP, Michael Rowell, AP	Facilitator	
Behavioral Expertise	Sarah Waltrip - AP, Michael Rowell - AP, Rebecca Corpuel -counselor		
Coaching Expertise	Jean Jett, Instructional Coach		
Knowledge of Academic/Behavioral Patterns	Nancy Arteaga, Lindsey Sullivan, Tracy Quintero, Katie Calley	Participant, Minute Taker, Timer	
Knowledge of School Operations/Programs	Michael Rowell, AP, Sarah Waltrip, AP		

The school climate team is composed of school and district staff as well as community members who understand the unique needs of Lane students and the community. This year at Lane the school climate team will meet twice monthly from 4:00 to 5:00 pm on Wednesdays.

Climate Team Meeting Schedule

Month	Date/Time	Room	Topic/Assessment
September	9/5, 9/19	Family Room	
October	10/3, 10/17	Family Room	
November	11/7, 11/14, 11/28	Family Room	TFI Review
December	12/5,	Family Room	Climate Plan Review
January	1/2, 1/16	Family Room	
February	2/6, 2/20	Family Room	
March	3/6, 3/20	Family Room	
April	4/3, 4/17	Family Room	
May	5/1, 5/15	Family Room	Tiered Fidelity Inventory (TFI) Assessment & Action Plan
June	6/5	Family Room	Planning for rollout next year

TIER I IMPLEMENTATION

Programmatic Supports for all Students

SCHOOLWIDE VALUES AND COMMON AREA EXPECTATIONS (1.3)

Our School Values are:

Empowered to Learn. Prepared to Succeed.

Our mission is to prepare all Lane scholars for academic and lifelong success as courageous and compassionate global citizens.

Posters have been made and distributed throughout the building in order to make them visible to students, staff and families. The intention is to send a consistent message about what our school community values and what how it looks in different common areas. This will help Lane Middle School ensure that our school values are inclusive and affirming. These values were developed with student, and staff input.

- These school values are important for the Lane Middle School community, because these are the three things that help students be successful in life. Our students need to understand and exercise Lane's values on a regular basis to master the skills to be successful and prepared to be college and career ready.
- These values are woven into our regular teaching practices in every lesson and in every class period throughout the grade levels, naming them with consistency and strategically teaching and reviewing them throughout the school year.

Common Area Expectations

	Be Respectful Recognize the worth and importance of self and others	**Be Responsible** Be dependable, trustworthy, and take ownership of your actions	**Be Safe** Do things that are physically and emotionally safe for others

Common Areas Areas shared with the entire school: cafeteria, gym, bathrooms, office, halls, etc.	• Use materials/ equipment appropriately	• Clean up after yourself • Carry a hall pass • Return equipment • Keep food and beverages in cafeteria except for school provided breakfast and snacks.	• Sports equipment must be kept <u>in lockers</u> (students can access lockers before/after lunch) • Walk on the right in the halls and staircases

TEACHING EXPECTATIONS (1.4)

Lesson Plans/policies and schedule For teaching common area expectations in appendix

Yearly Schedule for Teaching Common Area Expectations

Date
August 27-August 31, 2018: Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide.
January 2-January 8, 2019: Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide.
April 1-April 5, 2019: Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide.
As indicated by Lane Middle School discipline data

Active Supervision: Click on the link for Lane's Supervision Protocol **https://goo.gl/RQbs7u**

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.

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

BEHAVIOR LEVEL CALIBRATION WILL BE CONDUCTED BY BUILDING STAFF IN ORDER TO PROPERLY REFLECT THE EVOLVING NEEDS OF OUR COMMUNITY AND TO ACCOMMODATE THE DIVERSE RACIAL, CULTURAL, LINGUISTIC AND DEVELOPMENTAL NEEDS OF OUR SCHOOL.

Lane Middle School Discipline Plan
STAGE 1
Infrequent- Early/Common Misbehavior-Low Level (Student Stays in Class)
Managed by Teacher in the Classroom

BEHAVIORS	TEACHER INTERVENTIONS	DOCUMENTATION
● Out of seat ● Pencil tapping ● Play fighting ● Talking too loud ● Pushing/ shoving ● Excessive talking ● Teasing/ put downs ● Running ● Off-task behavior ● Rudeness (Eye rolling, sucking teeth, mimicking teacher, etc.) ● Tardy to class ● Taking others property (minor) ● Refusing to do work ● Not following directions ● Bothering/ pestering ● Cheating ● Minor damage to property ● Mild cursing	**Consider the context, antecedent, and function of the behavior and implement at least 3 Classroom Interventions, such as:** ● Reteach rule ● Change seating ● Gentle reprimand ● Contact Parent/Guardian ● Parent/Guardian Conference ● Keep in proximity ● Private redirection ● Meaningful work ● Time out (in class or in partner classroom, no longer than 10 minutes) ● Praise for taking responsibility ● Positive Practice- Reteach expected behavior ● Modify and/or differentiate work ● Restorative process ● Pre-correct Additional intervention strategies can be found in the CHAMPS manual and the Teacher's Encyclopedia of Behavior Management.	**When interventions are unsuccessful, staff writes a stage one behavior report** **STEP 1** Fill out **Stage One** Report in Synergy, referred to self. Non-certified staff complete a paper report and give it to administration. **STEP 2** Contact parent (by certified staff involved, or administration when the behavior of concern is reported by non-certified staff.) **STEP 3** Three **Stage One** Behavior Reports documenting the same repeated behavior may justify a problem solving discussion with Achievement Team or a **Stage Two** behavior referral.

Lane Middle School Discipline Plan
STAGE 2
On-Going Behaviors (unresponsive to **Stage One** interventions)-
Intense/ Significant (Student Stays in Class)
Behavior Report in Synergy

BEHAVIORS	TEACHER INTERVENTIONS	DOCUMENTATION

Attendance and Punctuality
● Loitering
● Class cutting/leaving without permission
● Off limits
● Excessive Tardiness
● Trespassing
● Truancy
 	
Protection of Property
● Deliberate misuse of property
● Gambling
● Possession/use of stolen property
● Property Damage
● Theft: Minor
 	
Protection of Physical Safety and Mental Well-being
● Harassment/ bullying
● Intimidation
 	
Appropriate Learning Environment
● Abusive/ profane language
● Chronic stage one behavior concern
  ○ 3 **Stage One** Behavior Reports w/ Interventions
● Disruptive conduct
  ○ 3 **Stage One** Behavior Reports w/ Interventions
● Forgery
● Inappropriate physical contact not resulting in injury
● Inappropriate use of technology
● Indecent (obscene) gesture
● Interference with school personnel
● Open defiance
	Consider the context, antecedent, and function of the behavior and implement classroom interventions, such as:
	
	● Reteach
	● Time out in classroom or partner classroom
	● Gentle reprimand
	● Private redirection
	● Positive practice
	● Meaningful work with teacher
	● Parent/Guardian conference with teacher
	● Communication with support staff
	● Behavior plan
	● Restorative process
	
	Additional intervention strategies can be found in the CHAMPS manual and the Teacher's Encyclopedia of Behavior Management.
	
	The SIT team will also be conducting regular data reviews in order to identify students who display patterns of unsuccessful
		STEP 1
		Fill out **Stage Two referral in the Google Sheet entitled Stage 2-3 Referrals 2018-19**.
		
		STEP 2
		Teacher contacts parent.
		
		STEP 3
		Administration investigates to ensure due process and informs teacher of the corrective response(s) taken. Administrator or designee enters referral in Synergy.
		
		STEP 4
		Consider discussing student behavior concern with PLC and a possible referral to SIT
		
		CORRECTIVE RESPONSES

o 3 **Stage One** Behavior Reports w/ Interventions ● Plagiarism ● Possession of prohibited item ● Willful Disobedience	behavior in order to provide timely interventions.	**Determined by Administrator according to Student Rights and Responsibilities Handbook** ● Structured recess- monitored by recess staff ● Community service ● 7th Period ● Restorative process ● Increased supervision ● Student and or Parent conference with administration ● Behavior Plan

Lane Middle School Discipline Plan
STAGE 3
Immediate Administrator Assistance

BEHAVIORS	TEACHER INTERVENTIONS	CORRECTIVE RESPONSES
Protection of Property ● Arson or attempted arson ● Bomb Threat ● Burglary ● False fire alarm ● Property damage: Major ● Theft: Major **Protection of Physical Safety and Mental Well-being** ● Alcohol and Drug – use and/or possession ● Assault/menacing ● Inappropriate physical contact resulting in injury ● Extortion ● Fighting ● Firecrackers/explosives ● Harassment: sexual ● Harassment that is ongoing with no response to classroom redirection ● Indecent exposure ● Physical contact with or threat to staff ● Robbery ● Threat of violence ● Tobacco: use and/or possession ● Weapon: dangerous, deadly, firearm, simulated, possession, use, threat with weapon **Appropriate Learning Environment**	Teacher immediately reports behavior to administration. Student is removed from classroom to address concern. Discuss student behavior concern with Achievement Team and refer to SIT	**Determined by Administrator according to Student Rights and Responsibilities Handbook** Staff will be communicated with ASAP by e-mail or in person regarding the corrective response ● Student and Parent conference with administration ● Restorative Process ● Community Service ● 8th Period ● Major Suspension Program ● FBA/ Behavior Support Plan ● Student Success Center ● Safety Plan ● Suspensions/Temporary Exclusion ● Expulsion/Delayed Expulsion ● Mandatory Expulsion

● Abusive/ profane language or actions that continue with no response to classroom redirection		

(Student is immediately removed from the classroom)

PROFESSIONAL DEVELOPMENT (1.7)

OVER THE COURSE OF THE YEAR, STAFF PD MUST EXPLICITLY ADDRESS THESE FIVE ESSENTIAL AREAS: TEACHING SCHOOL-WIDE EXPECTATIONS, ACKNOWLEDGING APPROPRIATE BEHAVIORS, CORRECTING ERRORS, REQUESTING ASSISTANCE (SIT TEAM), AND UNDERSTANDING THE INFLUENCE OF RACE, CULTURE AND LANGUAGE ON STUDENT BEHAVIOR.

Date	Topic	Presenter
August	Discipline Plan Review, Referral Process Review, Creation of classroom management plans, Introduction to Trauma Informed Practices, Community Circle Refresher	Mike Rowell Sarah Waltrip Jeandre Carbone Jean Jett
September	Student Support Data Cycles	Mike Rowell
October	Student Support Data Cycles	Mike Rowell
November	Trauma Informed Practices	Brenda Morton Anna Berardi
December	Trauma Informed Practices	Brenda Morton Anna Berardi
January	Student Support Data Cycles, Trauma Informed Practices	Brenda Morton Anna Berardi
February	Evidence-based classroom management plans	Jean Jett
March	Trauma Informed Practices	Brenda Morton Anna Berardi
April	Student Support Data Cycles, Trauma Informed Practices	Brenda Morton Anna Berardi
May	Review of School Climate Plan/Staff Handbook, Student Support Data Cycles, Trauma Informed Practices	Mike Rowell Brenda Morton Anna Berardi
June	TBD	

CLASSROOM PROCEDURES *(1.8)*

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

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

Click here for the Classroom Management Plan Template:
https://drive.google.com/drive/folders/0B7wbsNbu4M0zVUFKbzBvVUR3ZFk

FEEDBACK AND ACKNOWLEDGMENT SYSTEMS *(1.9)*

Research shows that when staff "catches" students exhibiting appropriate behaviors, those behaviors will increase and misbehaviors will decrease. Specific praise is extremely important in increasing the reoccurrence of appropriate behaviors. Some schools decide to give out acknowledgement "tickets": small slips of paper that are aligned with the school values. All staff hand out the acknowledgement tickets, along with specific praise, to students as they witness appropriate behaviors in the common areas, in classrooms, on buses, etc.

Description of our school-wide acknowledgement system:

- Lane Middle School uses Quasar tickets to acknowledge positive behavior. These tickets can be used at the school store on a weekly basis to purchase small school supply items,, for entry into school dances, and to purchase privileges such being the DJ in the cafeteria or participating in lunchtime craft class. Teachers can also create a classroom drawing using Quasars.
- Teachers and other staff should ensure that students' first and last name are written on the Quasar ticket. Students can then turn them into the office, the library, or the classroom for drawings, or hold them to be used at dances or the student store.
- To be considered for future use: place a spot for teacher name for a teacher drawing to encourage the use of Quasars.

Acknowledgement Matrix

Type	What	When/Where	Who Gives Them?
Immediate/ High frequency	Kids: Quasar tickets	Classroom & Common Areas	All Staff
Redemption of immediate/ High Frequency	Kids: Student Store	Biweekly in cafeteria	Sara Raspone
Ongoing	Positive phone calls home - behavior/citizenship	Weekly	Jeandre Carbone
Long term SW Celebrations	Kids: Recognition Awards	Kids: Assemblies	Teachers, administration
Ongoing	Advisory Shout Outs	VOIP announcement during advisory	Jeandre Carbone

Continued Excellence Programs	Kids: Attendance Recognition	Kids: Assemblies	Sarah Waltrip

FACULTY INVOLVEMENT (1.10)

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

Date	Data Shared	Staff Input Topic
August	August 21st - August 23rd	17-18 Data Review
December	December 4th	School Climate Survey
April	April 2nd	Semester 1 Discipline & Grade Data
May	May 28th	Review of School Climate Plan/Staff Handbook

TIER I EVALUATION

Evaluation of the Effects and Fidelity of the School Climate Practices

DISCIPLINE DATA (1.12)

Tiered Fidelity Inventory (TFI) guides the action planning for the implementation of positive school climate.
- Assessment component is completed three times a year in September, January and May
- A score of 80% or better indicates a well-implemented tier
- The TFI action plan is revisited on a monthly basis

School Climate Survey (SCS) determines the status of specific building-wide school climate initiatives and issues (Core Values, Student Voice, Specific CR-PBIS Initiatives--ex: acknowledgement tickets)

School Climate Action Plan (TFI): Click here for the most current version. See appendix for full copy.

Appendix

TFI Action Plan

School: Lane Middle School; **Key: Implemented by start of 2016-17 SY, by June 1, 2018**

Date: 5/2018

Tier I					
Subscale	**Item**	**Current Score**	**Action(s)**	**Person(s) Responsible**	**Timeline**
Teams	1.1 Team Composition	2	● Site council meets as the climate team		Ongoing
	1.2 Team Operating Procedures	2			
Implementation	1.3 Behavioral Expectations	1	● Common area expectations posters need to be refreshed ● Identify opportunities for student, family and parent feedback	TBD	
	1.4 Teaching Expectations	2	● Create common classroom expectations lessons for advisory classes	TBD	
	1.5 Problem Behavior Definitions	1	● Identify opportunities for student, family and parent feedback	TBD	
	1.6 Discipline Policies	2	● Refine procedures in accordance with new referral entry directive	M Rowell	Summer, 2018
	1.7 Professional Development	2	● Staff work group will meet to plan for next school year	Climate Work Group	Summer, 2018
	1.8 Classroom Procedures	1.5	● Survey staff to collect classroom expectations in order to standardized expectations	TBD	

			● Assess classroom practices for cultural relevance through student feedback ● Conduct informal walkthroughs to observe classroom procedures		
	1.9 Feedback and Acknowledgment	2	● Conduct walk through assessment to determine the extent of staff and student participation in Fall ● Survey Students for increased appeal of token economy	K Kidd TBD	Fall, 2018
	1.10 Faculty Involvement	1	● Staff recently completed a survey giving feedback on effectiveness of structured break room	M Rowell	
	1.11 Student/Family/Community Involvement	2	● Students will participate in leadership class in SY 2018/19. This group will help provide insight into student experience at Lane ● Increase involvement of community partners to receive family and community input	TBD	
Eval	1.12 Discipline Data	2	● Data available on dashboard		Completed
Evaluation	1.13 Data-based Decision Making	1	● Students will complete a survey relating to the degree to which they feel their teachers know and understand them personally and culturally.	Equity Team	Completed
	1.14 Fidelity Data	2	● The use of this inventory tool is our fidelity measure.		Ongoing
	1.15 Annual Evaluation	1.5	● Members of the climate team reviewed and the updated TFI	Climate Team	Completed

Tier II					
Subscale	**Item**	**Current Score**	**Action(s)**	**Person(s) Responsible**	**Timeline**
Teams	2.1 Team Composition	2			
	2.2 Team Operating Procedures	1	Roles for team members need to be defined and practiced	SIT	
	2.3 Screening	1	We have identified data sources. We need to create decision rules for services	SIT	
	2.4 Request for Assistance	2	Because staff responses to SIT requests for information relating to referrals are often slow or not forthcoming, we need to continue to create an approach to receive this information in a timely manner.	SIT	
Interventions	2.5 Options for Tier II Interventions	1	Multiple options are available. We need to document the effectiveness of these interventions		
	2.6 Tier II Critical Features	1	Continue to develop opportunities for student skill building through counseling groups and CTC contacts	School counselor	
	2.7 Practices Matched to Student Need	1	Improve the formal documentation of the way in which interventions are matched to student need	SIT	
	2.8 Access to Tier I Supports	1	Increase the linkage between tier 2 supports and token economy	SIT	
	2.9 Professional Development	2	Professional development on SIT referral process and building use of tier 2 interventions	M Rowell	Complete
Evaluation	2.10 Level of Use	1	SIT will look at proportionality of participation in supports and interventions	SIT	

	2.11 Student Performance Data	1	SIT will create monitoring process and decision rules relating to each intervention	SIT	
	2.12 Fidelity Data	1	Fidelity data for CICO, social skills groups and structured breaks needs to be provided in a format that allows decision-making	M Rowell	
	2.13 Annual Evaluation	1	SIT will review Tier 2 TFI annually	SIT	

PBIS Common Area Expectations Lesson Plans

https://goo.gl/7Ck0wl