

Lane Middle School



2022-2023 Climate Handbook

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DAILY BELL SCHEDULE

Advisory	9:15-9:31
Period 1	9:31-10:16
Period 2	10:19-11:04
Period 3	11:07-11:52
Lunch/ Recess A	11:55-12:13
Lunch/ Recess B	12:13 - 12:31
Period 5	12:36-1:21
Period 6	1:24-2:09
Period 7	2:12-2:57
Period 8	3:00-3:45

CLIMATE TEAM CONTACT INFORMATION

School Climate Specialist & Facilitator	Carolyn Garciaguirre	Email: cgarciaguirre@pps.net
Principal	Dr. Sherree Coleman	Email: shcoleman@pps.net
Assistant Principal 7th Grade and 6th Grade A-M & Co-Facilitator	Ms. Kayla Thomas-Walker	Email: kathomaswalker@pps.net
Assistant Principal 8th Grade and 6th Grade N-Z	Ms. Emily Barron	Email: ebarron@pps.net

LANE'S CLIMATE MISSION STATEMENT

At Lane, we want school to be a place where you can have fun, make meaningful relationships, explore your identity, have a sense of belonging, and feel safe. We value accountability, safety, kindness, and the voices of all members of our community, including students, parents, and staff.

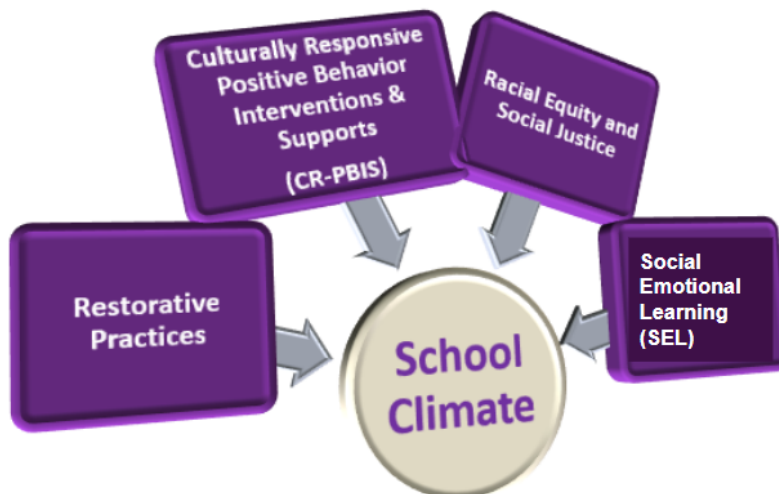
As the climate team, we are committed to taking the necessary steps to ensure a safe and welcoming environment for all of our students, which includes:

- *Creating activities that are grounded in diversity, inclusion, and cultural responsiveness*
- *Providing incentives for our students to encourage, engage, and acknowledge them to reach their highest potential*
- *Supporting the implementation of restorative practices in our classrooms*
- *Facilitating peer mediation*

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 Social Justice and Social Emotional Learning (SEL) explicitly called out and woven in.



CULTURALLY RESPONSIVE POSITIVE BEHAVIOR INTERVENTIONS & SUPPORTS (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](#) co-constructed expectations of the school and classroom community,
2. Actively [acknowledge](#) kids when they are following the expectations,
3. Instructionally [redirect](#) behavior using restorative practices.

Research shows that when school staff acknowledge positive behaviors at least three times more often than redirecting behavioral mistakes, positive behavior increases significantly.

The school climate team 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.

The school climate team brings together all stakeholders to:

- Develop and promote school values
- Develop common area expectations for all parts of the building
- Design lesson plans and schedules to teach common area expectations throughout the year.
- Create and maintain systems to acknowledge students who are following expectations. This may be acknowledgement tickets, assemblies, or awards for individuals, classes, grade levels, etc.
- Develop school wide policies that are proactive, preventative and restorative.
- 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 use the [Panorama Successful Schools](#) survey data and empathy interviews and/or surveys to systematically assess and review student and family voices and adjust our practices to reflect the needs of our community.

RESTORATIVE PRACTICES

Restorative Justice is a philosophy grounded in the belief that positive, healthy relationships help us thrive. When we do things that impact others and create harm to those relationships, it is our individual and collective responsibility to make things right.

Restorative Practices are the skills and processes that help us build, maintain, and repair relationships to form healthy, supportive & inclusive communities. Restorative Practices are best utilized when intentional time is devoted to community building.

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Community Building Circles that allow classroom communities to develop relationships by asking a series of low impact questions to get to know one another. Circles should be done as often as possible to insure relational trust is developed over time.

Restorative Inquiry is an essential restorative practice. A series of guiding questions are asked to understand all parties involved in a conflict, disagreement and/or any level of harm. The questions get to the root of a conflict and help solve the conflict by giving voice to the person who was harmed.

- What happened?
- Who was harmed and how?
- What can be done to make things better?
- What do you need to move forward?
- What support do you need to keep this from happening in the future?

RACIAL EQUITY AND SOCIAL JUSTICE

The Board of Education for Portland Public Schools is committed to the success of every student in each of our schools. The mission of Portland Public Schools is that by the end of elementary, middle, and high school, every student by name will meet or exceed academic standards and will be fully prepared to make productive life decisions. We believe that every student has the potential to achieve, and it is the responsibility of our school district to give each student the opportunity and support to meet his or her highest potential.

Lane Middle School prioritizes racial equity work aligned to the vision set forth in the [PPS Graduate Portrait](#) that is committed to Culturally-Responsive Positive Behavioral Interventions & Supports, Multi-Tiered Systems of Support, Restorative Practices, Equity, and Social Emotional Learning.

We as a community must foster and promote a collective vision for public education so that every student -- regardless of race, gender, socioeconomic situation, special need or ability -- has access and opportunity to kindle his or her unique spark, and to build the knowledge and skills to achieve their goals.

We owe our students this.

-- Guadalupe Guerrero, Superintendent, Portland Public Schools

SOCIAL EMOTIONAL LEARNING

Social and Emotional Learning (SEL) is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions, and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions. ([CASEL](#))

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In PPS, we embrace Transformative SEL--which is a form of SEL implementation that concentrates SEL practice on transforming inequitable settings and systems, and promoting justice-oriented civic engagement.

“Transformative SEL” is a process whereby young people and adults build strong, respectful, and lasting, relationships that facilitate co-learning to critically examine root causes of inequity, and to develop collaborative solutions that lead to personal, community, and societal well-being. This form of SEL is aimed at redistributing power to promote social justice through increased engagement in school and civic life. It emphasizes the development of identity, agency, belonging, curiosity, and collaborative problem solving within the CASEL framework. ([CASEL](#)) [CASEL’s 3 Signature Practices](#) intentionally and explicitly help build a habit of practices through which students enhance their SEL skills: self-awareness, social awareness, self-management, relationship skills, and responsible decision-making. They provide a framework for supporting teachers in fostering a supportive environment and promoting SEL. The 3 Signature Practices can be put into practice without extensive professional learning. They can be incorporated into any K-12 [lesson](#), [community meeting](#), or [staff meeting](#) through carefully choosing, effectively facilitating and thoughtfully debriefing a: [Warm Welcome](#), [Engaging Activity](#) & [Optimistic Closure](#).

To support current and future social and emotional needs, trauma-informed science reminds us of the need to:

- Elevate student’s **cultural assets, voice, and agency**Strengthen relationships, community, and sense of belonging
- **Affirm student identities** and lived experiencesIncorporate social and emotional skill building into **academic learning**
- Establish consistent and **predictable routines**
- **Build trusting relationships** with students and families through clear and transparent communication

LANE'S INCLUSIVITY STATEMENT

At Lane, we stand together with others to ensure that everyone is treated fairly and with kindness, honoring all races, genders, gender expressions, sexual orientations, cultures, religions, family histories, and national origins. As a school, we are committed to being inclusive and anti-racist.

MONTHLY CULTURAL CELEBRATIONS - ADVISORY

Month	Focus
September	Hispanic and Latinx Heritage Month 9/15-10/15
October	Italian American Heritage Month
November	Dia de los Muertos National Native American and Indigenous People Heritage Month
December	Winter Holidays and Traditions Around the World (Christmas, Chanukah, Kwanzaa, Noche Buena, Winter Solstice)
January	New Year Celebrations and Traditions Around the World <ul style="list-style-type: none">● American New Year Celebrations● Russian Christmas and Russian New Year Celebrations● Brazilian New Year Celebrations
February	Black History Month Lunar New Year Celebrations
March	National Women's History Month Irish-American Heritage Month
April	Ramadan Scottish American Heritage Month
May	Somali: Eid al-Fitr Asian American and Pacific Islander Heritage Month Jewish American Heritage Month
June	Caribbean American Heritage Month Pride Month

WHAT IS ADVISORY?

ADVISORY OVERVIEW

Our school's advisory program is provided for all students by their 1st period teacher and takes place from 9:15 a.m. to 9:31 a.m. daily. Through this program, students receive daily announcements, participate in community building circles, practice mindfulness and social-emotional skills, explore different cultures around the world, learn AVID strategies, and share their voice around important school issues.

WHAT IS OUR SCHOOL'S ACKNOWLEDGMENT SYSTEM?

KEYS are given by all staff members to students when they are showing our school's core values, which are being accountable, safe and kind (ASK). When students receive a KEY they should make sure it is filled out completely and either stamped or signed by the staff member who gave it to them. KEYS can then be used in our student store (open weekly before and after school on Thursdays and Fridays in room 105) to redeem prizes. Students may also earn KEYS by participating in our quarterly spirit week activities. Lastly, students may also be acknowledged for showing our school-wide values at one of our quarterly ASK Awards assemblies.

STUDENT RIGHTS SPECIFIC TO GENDER IDENTITY & GENDER EXPRESSION

All students in Portland Public Schools have the right to:

- Be treated equally and be free from bullying, harassment and discrimination, regardless of sexual orientation, gender identity or gender expression. Report bullying or harassment without fear of consequences or retaliation and have that report acted on by administrators.
- Assert their gender identity at school, and be addressed by a name and pronouns that correspond to their gender identity.

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- Have access to a bathroom and locker room that corresponds to their gender identity, and to make alternative arrangements to dress down for PE if they feel uncomfortable in the locker room.
- Participate in PE and sports that correspond with their gender identity.
- Wear clothing that expresses their gender identity (as long as it follows PPS dress code, which applies to all students regardless of gender.)
- Be out about their identity at school. (And also, to keep their identity private if they choose to do so.)
- With parent permission, students can change their first name in the school's information system. Without parent permission, students can change their preferred name in the school's information system.
- With parent permission, students can change their gender marker to male, female, or nonbinary in the school's information system. All that is needed to make this change is a written request to do so, using the [Name & Gender Change Form](#). (If a student does not have parent permission to make this change, a student still has the right to be referred to by the name and pronouns that correspond to their gender identity.)

For more detailed information on the rights of Transgender, Nonbinary and/or Gender Diverse Students, please read the [PPS Gender Diversity Support Guide](#).

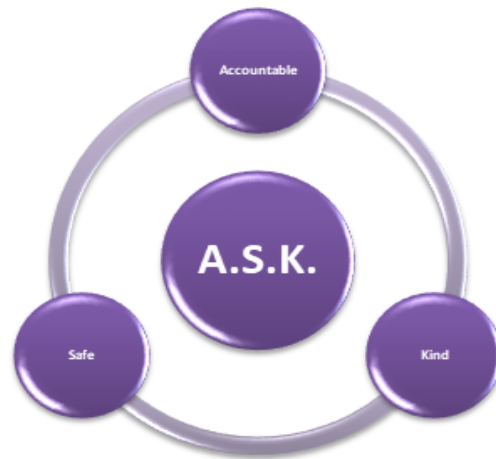
OUR CORE VALUES

At Lane, we value each of our stakeholders and are dedicated to ensuring that every student is afforded an opportunity to learn in a safe environment that fosters tolerance and acceptance of others. We are committed to providing every child a learning experience that is rigorous and engaging – a place where every child can explore their identities, develop meaningful relationships, have fun, build confidence, and feel a sense of value and belonging.

Our core values are at the center of our work and are displayed in each of our learning environments. The intention is to send a consistent message about what we value and what it takes to maintain a diverse, safe, inclusive, and anti-racist school community.

Our core values...

- Were developed with student, and staff input.
- Are designed to promote student success by helping students master essential skills necessary for college and career readiness. .
- Are woven into our daily teaching practices in every lesson and in every class period year round.



A.S.K. Your-self	<u>Accountable</u>	<u>Safe</u>	<u>Kind</u>
	Am I taking responsibility for the impact that my words and actions have on myself and others?	Am I making choices that are physically and emotionally safe for myself and others?	Am I speaking and acting in ways that are supportive of others?

CELL PHONE POLICY

IMPORTANT MESSAGE TO STUDENTS AND FAMILIES

You may have seen in the news and from recent PPS announcements that there have been messages on the TikTok and other social media platforms that have encouraged students across the nation to engage in inappropriate behaviors at school which include damage to property and threats. We are very proud of our student community for recognizing the seriousness of these hoaxes and happy to say that we ended the year with few incidents.

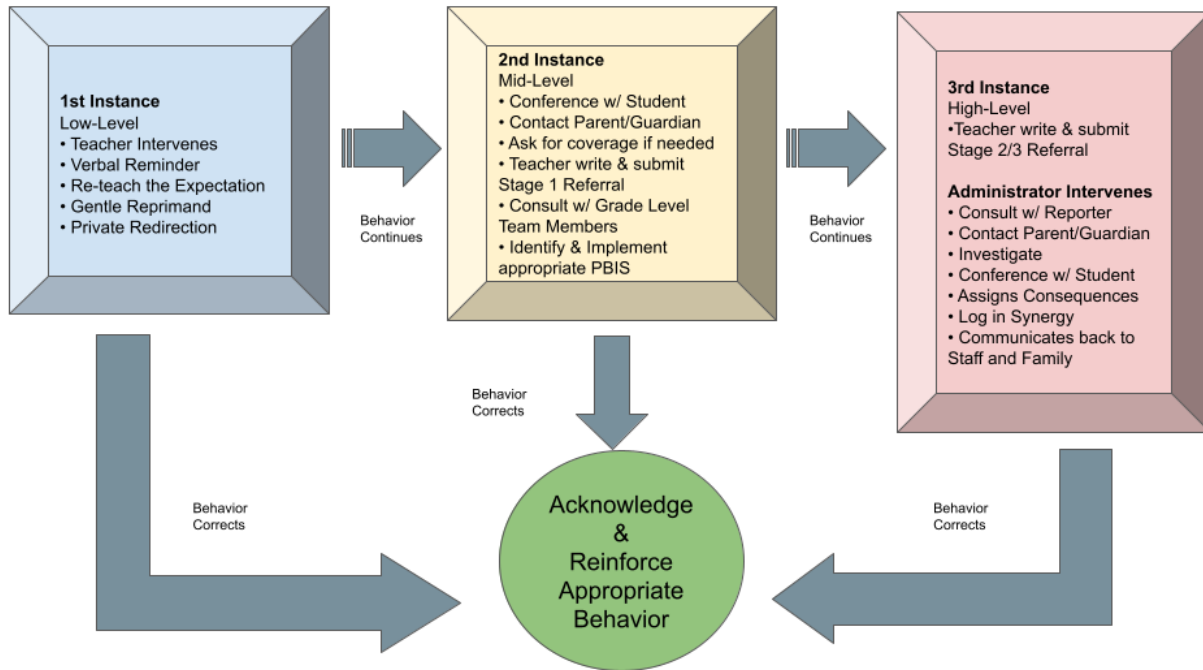
We have, however, seen an increase in social media posts relating to students at Lane that contain harassing or derogatory messages. Many of these messages are appearing on SnapChat, Instagram, Tiktok and Discord, hosted by anonymous users that make it very difficult to address and which have caused disruption and concern at school. We encourage you to speak with your students about the importance of the responsible and safe use of social media and to become familiar with the accounts that your students manage.

In order to increase opportunities for learning and limit the distraction and disruption that cell phones have continued to bring to our classrooms, we are tightening our policies to ask all students to keep their phones silenced and put away during all class times.

CELL PHONE POLICY

Cell phones should be silenced or turned off during class. Students will be allowed to make calls and check or send messages before/after school and during lunch/recess. Families are encouraged to contact our main office staff for emergencies at **(503) 916-6355** during school hours.

CELL PHONE POLICY BEHAVIOR RESPONSE FLOWCHART



Assigned Consequences:

1st Instance = verbal reminder

2nd Instance = loss of privilege for one (1) day

3rd Instance = loss of privilege for two (2) weeks

4th Instance = loss of privilege for four (4) weeks

6th Instance = loss of privilege for the remainder of the school year

* Loss of Privilege = Student will be required to check phone in at the office upon entry into the school and pick up phone at the end of each day *or* student may leave phone at home. If the student and family chooses to have the phone checked in at the office, the phone will be logged at check in and remain locked away until retrieved by the student or parent.

5x5 POLICY

Students are expected to *arrive on-time (before the late bell rings)* and **remain in class for the first 5 minutes and the last 5 minutes of every class period.**

SCHOOLWIDE VALUES & BEHAVIOR EXPECTATIONS

The success of our school community depends on each individual. We thrive when we work together and remain committed to adhering to our core values. More specifically, when our actions are ***Accountable, Safe and Kind*** we are able to maximize every student’s opportunities to engage in rich and structured learning experiences.

CELL PHONES & SOCIAL MEDIA EXPECTATIONS (1.1)

Cell Phones & Social Media Expectations	
Positive Examples of the Expected Behavior (this is what the expected behavior looks like)	Negative Examples (non-examples, what not to do)
<p><u>Accountable</u></p> <ul style="list-style-type: none"> ● Silence or turn off phones during class time ● Only check or send messages before or after school and during lunch/recess ● Only make phone calls before or after school and during lunch/recess ● Only take pictures of others with their permission <p><u>Safe</u></p> <ul style="list-style-type: none"> ● Only communicate with family and friends ● Only share personal information with family <p><u>Kind</u></p> <ul style="list-style-type: none"> ● Sending messages that are kind, use positive, school appropriate language 	<p><u>Unaccountable</u></p> <ul style="list-style-type: none"> ● Leaving ringer on while in class ● Leaving class to use phone ● Taking pictures of others without permission ● Posting negative or harmful pictures/messages about others on social media account <p><u>Unsafe</u></p> <ul style="list-style-type: none"> ● Talking/messaging strangers ● Sharing personal information with strangers <p><u>Unkind</u></p> <ul style="list-style-type: none"> ● Voice level of 3-5 ● Sending messages that are rude, use inappropriate language, demanding, intimidating

OFFICE AREA EXPECTATIONS (1.2)

Main Office Area Expectations	
Positive Examples of the Expected Behavior (this is what the expected behavior looks like)	Negative Examples (non-examples, what not to do)
<p><u>Accountable</u></p> <ul style="list-style-type: none"> ● Show your hall pass ● Wait your turn ● Enter the office in the morning to check in if you are late or if you are leaving early ● Be mindful of those working in the area <p><u>Safe</u></p> <ul style="list-style-type: none"> ● Sit in chairs or wait patiently in line ● Move with care and keep doorways clear ● Keep hands, feet, body and objects to self <p><u>Kind</u></p> <ul style="list-style-type: none"> ● Voice level 0-2 ● Speak kind, use positive, school appropriate language and ask for what you need 	<p><u>Unaccountable</u></p> <ul style="list-style-type: none"> ● Entering without a hall pass ● Entering at an inappropriate time and/or without an acceptable purpose ● Interrupting office staff and/or others <p><u>Unsafe</u></p> <ul style="list-style-type: none"> ● Not sitting in chairs or waiting patiently in line ● Blocking main entrance/doorways <p><u>Unkind</u></p> <ul style="list-style-type: none"> ● Voice level of 3-5 ● Speaking rudely, using inappropriate language, demanding

PLAYGROUND EXPECTATIONS (1.3)

Playground Expectations	
Positive Examples of the Expected Behavior (this is what the expected behavior looks like)	Negative Examples (non-examples, what not to do)
<p><u>Accountable</u></p> <ul style="list-style-type: none"> ● Keep food in the cafeteria or classroom ● Use equipment properly ● Return equipment to its proper location ● End game when whistle blows ● Line up promptly when instructed ● Collect your belongings <p><u>Safe</u></p> <ul style="list-style-type: none"> ● Keep hands, feet and body to yourself ● Stay within the boundaries and in supervised areas ● Stay out of puddles ● Move with care and be mindful of ongoing games in the field ● Resolve conflicts peacefully <p><u>Kind</u></p> <ul style="list-style-type: none"> ● Voice level 0-4 ● Follow the rules of the game ● Invite others to participate ● Speak kindly and use positive, school appropriate language ● Respond to the attention getting signal 	<p><u>Unaccountable</u></p> <ul style="list-style-type: none"> ● Bringing food out to the playground ● Taking one last shot (playing after the whistle blows) ● Leaving equipment on the ground ● Leaving your belongings and/or lunch on the playground <p><u>Unsafe</u></p> <ul style="list-style-type: none"> ● Grabbing, jumping, or pulling on others ● Leaving school boundaries/supervised areas ● Being unaware of ongoing games in the field ● Instigating or being involved in violence <p><u>Unkind</u></p> <ul style="list-style-type: none"> ● Voice level 5 ● Arguing over rules instead of mindfully working it out ● Refusing to be out when you are out ● Excluding others from games ● Speaking rudely, using inappropriate language ● Ignoring the whistle

CAFETERIA EXPECTATIONS (1.4)

Cafeteria Expectations	
Positive Examples of the Expected Behavior (this is what the expected behavior looks like)	Negative Examples (non-examples, what not to do)
<p><u>Accountable</u></p> <ul style="list-style-type: none"> ● Attend your assigned lunch/recess time ● Clean up after yourself ● Stay seated until you are excused to get lunch ● Keep food inside the cafeteria, except for school provided breakfast and snacks <p><u>Safe</u></p> <ul style="list-style-type: none"> ● Walk ● Wait patiently in line ● Sit, with legs under the table ● Move with care and keep hands, feet and body to yourself ● Keep food to yourself ● Clean up spills <p><u>Kind</u></p> <ul style="list-style-type: none"> ● Use a level 1 or 2 voice ● Welcome others to your table ● Respond to attention getting signal ● Use kind, positive, school appropriate language 	<p><u>Unaccountable</u></p> <ul style="list-style-type: none"> ● Leaving your trash ● Getting out of your seat without being excused ● Taking food outside or <u>back to class</u> <p><u>Unsafe</u></p> <ul style="list-style-type: none"> ● Running or standing around the cafeteria ● Sitting with feet on the benches or in the aisle ● Touching other people ● Eating other people’s food ● Ignoring spills ● Throwing food <p><u>Unkind</u></p> <ul style="list-style-type: none"> ● Yelling and shouting(Voice level 3-5) ● Not allowing others to sit at your table ● Banging on tables or creating disruptive sounds ● Ignoring attention signal ● Speaking rudely, using inappropriate language

RESTROOM EXPECTATIONS (1.5)

Restroom Expectations	
Positive Examples of the Expected Behavior (this is what the expected behavior looks like)	Negative Examples (non-examples, what not to do)
<p><u>Accountable:</u></p> <ul style="list-style-type: none"> ● Ask permission from an adult and take a pass ● Use the restroom closest to your class ● Wait patiently in line if there is one ● Go, flush, wash, leave ● Keep it clean and place all garbage in trash can/bins ● Report any inappropriate/maintenance issues to an adult <p><u>Safe:</u></p> <ul style="list-style-type: none"> ● Keep your feet on the floor ● Keep hands, feet and body to yourself ● Return to class promptly <p><u>Kind:</u></p> <ul style="list-style-type: none"> ● Voice level 0-1 ● Honor privacy ● Respect school property ● Use kind, positive, school appropriate language 	<p><u>Unaccountable:</u></p> <ul style="list-style-type: none"> ● Leaving class without permission ● Using the farthest restroom/wandering the hallways ● Not waiting your turn ● Playing with friends in bathroom ● Putting/leaving trash on the floor ● Taking longer than necessary ● Writing on the walls <p><u>Unsafe:</u></p> <ul style="list-style-type: none"> ● Climbing on stalls, or toilets ● Climbing over/under stalls ● Wandering the hallways <p><u>Unkind:</u></p> <ul style="list-style-type: none"> ● Voice levels 2-5 ● Looking in on others/opening doors ● Disrespecting school property (vandalism, littering, etc.) ● Speaking rudely, using inappropriate language

ASSEMBLY EXPECTATIONS (1.6)

Assembly Expectations	
Positive Examples of the Expected Behavior (this is what the expected behavior looks like)	Negative Examples (non-examples, what not to do)
<p><u>Accountable</u></p> <ul style="list-style-type: none"> ● Arrive on time ● Participate as directed ● Raise your hand to speak ● Phones off and away <p><u>Safe</u></p> <ul style="list-style-type: none"> ● Walk ● Enter and exit mindfully ● Stay seated in your personal space/family area ● Move with care and keep hands, feet and body to yourself ● Listen for information/adult direction <p><u>Kind</u></p> <ul style="list-style-type: none"> ● Voice level 0-5 when appropriate ● Show appreciation with polite applause ● Listen actively by tracking the speaker with your eyes ● Respond to attention getting signal 	<p><u>Unaccountable</u></p> <ul style="list-style-type: none"> ● Arriving late ● Engaging in side conversations ● Talking without raising your hand ● Using cellphones <p><u>Unsafe</u></p> <ul style="list-style-type: none"> ● Running ● Making noise while entering and exiting ● Standing up during the assembly ● Getting in someone’s personal space ● Getting up on the stage without permission ● Calling out and/or disrupting the assembly <p><u>Unkind</u></p> <ul style="list-style-type: none"> ● Inappropriate voice level ● Not engaging with the performance/speaker ● Clapping at inappropriate times ● Ignoring the attention getting signal

HALLWAYS EXPECTATIONS (1.7)

Hallways Expectations	
Positive Examples of the Expected Behavior (this is what the expected behavior looks like)	Negative Examples (non-examples, what not to do)
<p><u>Accountable</u></p> <ul style="list-style-type: none"> ● Ask for permission from an adult and use a hall pass when out of class ● Place trash in trash can ● Walk directly to your destination ● Respect school walls/posters/class and student art <p><u>Safe</u></p> <ul style="list-style-type: none"> ● Walk up and down the stairs ● Stay on the right side of the hallway ● Keep hands, feet, body and objects to yourself <p><u>Kind</u></p> <ul style="list-style-type: none"> ● Voice level 0-2 ● Voice level 1 when classes are in session ● Allow for personal space “bubble” in the hallway ● Apologize if you bump into someone 	<p><u>Unaccountable</u></p> <ul style="list-style-type: none"> ● Not having permission or a hall pass ● littering ● Wandering the halls/stairways ● Touching others’ projects or items on the wall ● Taking phones out ● Entering other classrooms ● Writing graffiti on walls <p><u>Unsafe</u></p> <ul style="list-style-type: none"> ● Running on stairs, pushing students in front or behind. ● Leaving class without a pass, wandering <p><u>Unkind</u></p> <ul style="list-style-type: none"> ● Voice level 3-5 ● Walking in the middle and left of the hall ● Ignoring someone if you bump into them

LIBRARY EXPECTATIONS (1.8)

Library Expectations	
Positive Examples of the Expected Behavior (this is what the expected behavior looks like)	Negative Examples (non-examples, what not to do)
<p><u>Accountable</u></p> <ul style="list-style-type: none"> ● Show your hall pass ● Look quietly for books ● Return books to the proper place on the shelf <ul style="list-style-type: none"> ○ If you don't know where it belongs, bring it to the counter ● Check out and return books on time and with care <p><u>Safe</u></p> <ul style="list-style-type: none"> ● Sit in chairs ● Wait quietly while checking out books ● Move with care and keep hands and feet to yourself <p><u>Kind</u></p> <ul style="list-style-type: none"> ● Voice level 0-2 ● Speak kindly, use positive, school appropriate language and ask for what you need ● Share resources 	<p><u>Unaccountable</u></p> <ul style="list-style-type: none"> ● Entering without a hall pass ● Voice level 2-5 while looking for books ● Returning books to the wrong spot on the shelf or leaving them on the floor ● Misplacing and/or not returning books <p><u>Unsafe</u></p> <ul style="list-style-type: none"> ● Walking, moving around at inappropriate times ● Pretending to look for a book ● Voice level 2-5 ● Running, touching others <p><u>Unkind</u></p> <ul style="list-style-type: none"> ● Voice level of 3-5 ● Speaking rudely or using inappropriate language ● Not sharing resources

NURSE'S STATION EXPECTATIONS (1.9)

Nurse's Station Expectations	
Positive Examples of the Expected Behavior (this is what the expected behavior looks like)	Negative Examples (non-examples, what not to do)
<p><u>Accountable</u></p> <ul style="list-style-type: none"> ● Show your hall pass ● Wait your turn ● Be mindful of those working in the area <p><u>Safe</u></p> <ul style="list-style-type: none"> ● Sit in chairs or wait patiently in line ● Move with care and keep doorways clear ● Keep hands, feet, and body to yourself <p><u>Kind</u></p> <ul style="list-style-type: none"> ● Voice level 0-2 ● Speak kind, use positive, school appropriate language and ask for what you need 	<p><u>Unaccountable</u></p> <ul style="list-style-type: none"> ● Entering without a hall pass ● Entering at an inappropriate time and/or without an acceptable purpose ● Interrupting office staff and/or others <p><u>Unsafe</u></p> <ul style="list-style-type: none"> ● Not sitting in chairs or waiting patiently in line ● Blocking main entrance/doorways ● Not keeping to yourself <p><u>Unkind</u></p> <ul style="list-style-type: none"> ● Voice level of 3-5 ● Speaking rudely, using inappropriate language, demanding

SCHOOL BUS EXPECTATIONS (1.10)

School Bus Expectations	
Positive Examples of the Expected Behavior (this is what the expected behavior looks like)	Negative Examples (non-examples, what not to do)
<p><u>Accountable</u></p> <ul style="list-style-type: none"> ● Follow all instructions ● Two students per seat ● Mindful of people walking down the aisles ● Keep food and drinks put away <p><u>Safe</u></p> <ul style="list-style-type: none"> ● Sit in your seat for the whole ride ● Face forward 	<p><u>Unaccountable</u></p> <ul style="list-style-type: none"> ● Not following driver's instructions ● More than 2 students per seat ● Not mindful of those moving through the aisles ● Eating or drinking on the bus <p><u>Unsafe</u></p> <ul style="list-style-type: none"> ● Standing, bouncing during the ride ● Moving around, facing backwards or aisles

<ul style="list-style-type: none"> ● Keep body and personal belongings inside the bus at all times ● Keep hands, feet and objects to yourself <p>Kind</p> <ul style="list-style-type: none"> ● Voice level 0-2 ● Invite someone to sit with you ● Speak kindly, use positive, school appropriate language 	<ul style="list-style-type: none"> ● Anything outside the window ● Not keeping hands, feet and objects to yourself <p>Unkind</p> <ul style="list-style-type: none"> ● Voice level of 3-5 ● Not allowing someone to sit with you ● Speaking rudely and/or using inappropriate language
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EXPECTED & PROHIBITED ITEMS (1.11)

Expected & Prohibited Items	
Positive Examples of the Expected Behavior (this is what the expected behavior looks like)	Negative Examples (non-examples, what not to do)
<p>Accountable</p> <ul style="list-style-type: none"> ● All learning materials ● Phone off and away ● Unneeded possessions stored in locker <p>Safe</p> <ul style="list-style-type: none"> ● School materials in good condition ● Water bottle <p>Kind</p> <ul style="list-style-type: none"> ● Clothing that has only school appropriate messages 	<p>Unaccountable</p> <ul style="list-style-type: none"> ● Missing learning materials ● Phone on and out ● Toys <p>Unsafe</p> <ul style="list-style-type: none"> ● Anything that could cause harm to others (firearms, sharp objects, things that can start fires, drugs and alcohol) <p>Unkind</p> <ul style="list-style-type: none"> ● Clothing that has messages that are related to drugs or alcohol, violence, racism or hate speech, gangs or that are sexually explicit

COUNSELING OFFICE EXPECTATIONS (1.12)

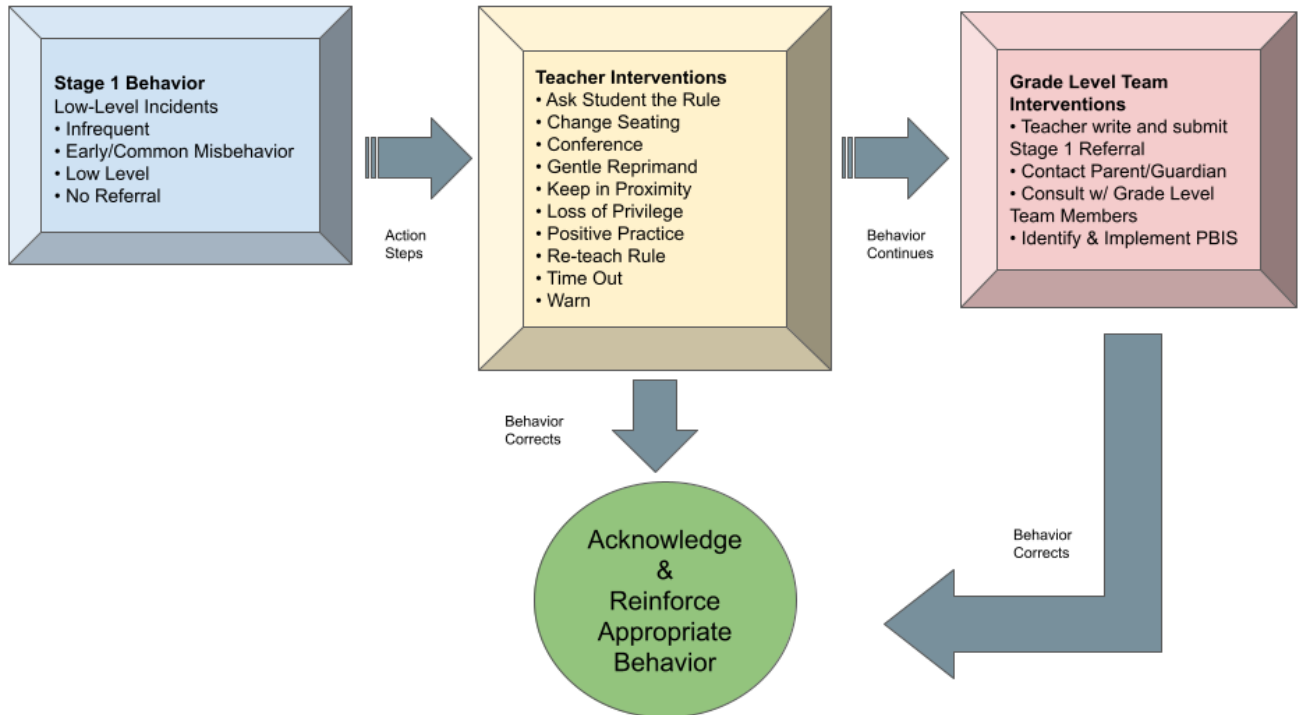
Counseling Office Expectations	
Positive Examples of the Expected Behavior (this is what the expected behavior looks like)	Negative Examples (non-examples, what not to do)
<p><u>Accountable</u></p> <ul style="list-style-type: none"> ● Filling out a request slip to go see the counselor ● Using a pass to go see the counselor <p><u>Safe</u></p> <ul style="list-style-type: none"> ● Sitting in chairs or waiting patiently <p><u>Kind</u></p> <ul style="list-style-type: none"> ● Using a voice level 0-2 ● Waiting your turn to see the counselor ● Speak kindly, using positive, school appropriate language 	<p><u>Unaccountable</u></p> <ul style="list-style-type: none"> ● Going to the counselor without a pass <p><u>Unsafe</u></p> <ul style="list-style-type: none"> ● Not waiting in line or sitting in chairs <p><u>Unkind</u></p> <ul style="list-style-type: none"> ● Voice level 3-5 ● Interrupting the counselor ● Speaking rudely and/or using inappropriate language

HEALTHY BEHAVIOR EXPECTATIONS (1.13)

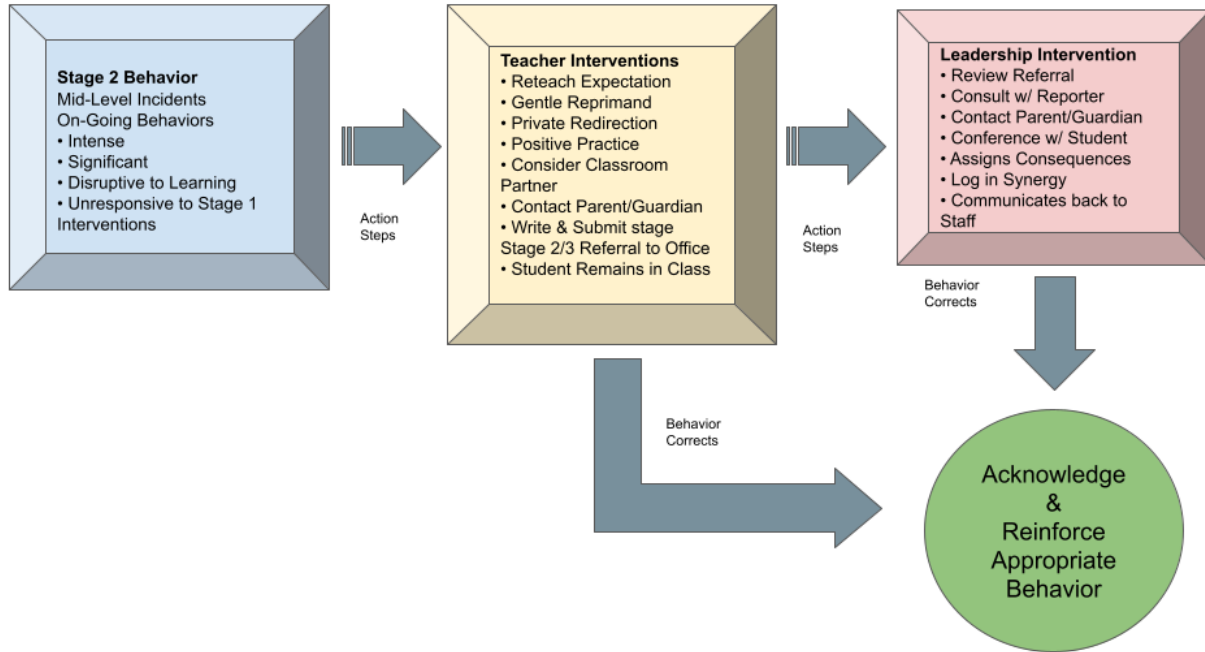
Healthy Behavior Expectations	
Positive Examples of the Expected Behavior (this is what the expected behavior looks like)	Negative Examples (non-examples, what not to do)
<p><u>Accountable, Safe and Kind</u></p> <ul style="list-style-type: none"> ● Stay home if you feel sick and/or come in contact with someone suspected to have COVID-19 ● Wear your mask over your mouth and nose at all times (unless during meal times) ● Follow the floor markers that tell where to walk or stand ● Practice social distancing ● Wash your hands with soap and water for at least 20 seconds or use hand sanitizer ● Ask permission to drink water outside of your classroom. ● Only eat food and other drinks during lunch time ● Staying on campus until dismissed 	<p><u>Unaccountable, Unsafe, and Unkind</u></p> <ul style="list-style-type: none"> ● Not letting a staff member/teacher know when you feel sick at school ● Wearing your mask improperly or not at all ● Walking on the wrong side of the hallway and/or not following floor markers ● Not practicing social distancing ● Not washing and/or sanitizing your hands properly ● Eating or drinking anywhere else other than the cafeteria during lunch time ● Walking off campus without permission

BEHAVIOR INTERVENTION FLOW CHART

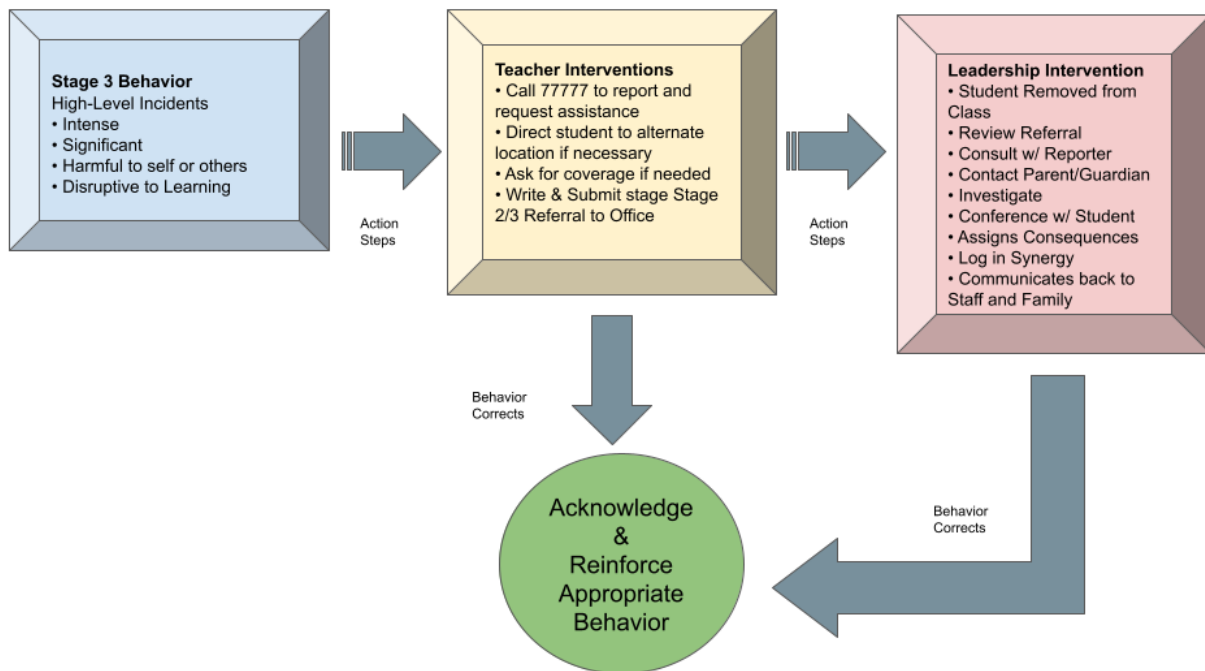
Stage 1 Behavior Flowchart



Stage 2 Behavior Flowchart



Stage 3 Behavior Flowchart



MULTI-TIERED BEHAVIOR INTERVENTIONS

STAGE 1

Infrequent- Early/Common Misbehavior-Low Level (Student Stays in Class)
Managed by Teacher in the Classroom

BEHAVIORS	TEACHER INTERVENTIONS	TEACHER RESPONSE
<ul style="list-style-type: none"> ● 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 	<p>Consider the context, antecedent, and function of the behavior and implement at least 3 Classroom Interventions, such as:</p> <ul style="list-style-type: none"> ● Reteach rule ● Change seating ● Gentle reprimand ● Contact Parent/Guardian ● Parent/Guardian Conference ● Keep in proximity ● Private redirection ● Meaningful work ● Classroom break (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 <p>Additional intervention strategies can be found in the CHAMPS manual and the Teacher’s Encyclopedia of Behavior Management.</p>	<p>When interventions are unsuccessful, staff writes a stage one behavior report</p> <p>STEP 1 Fill out Stage One Report electronically through Google form.</p> <p>STEP 2 Contact parent (by certified staff involved, or administration when the behavior of concern is reported by non-certified staff.) Log family contact in Synergy.</p> <p>STEP 3 Three Stage One Behavior Reports documenting the same repeated behavior justify a problem solving discussion with the Grade Level Team and a Stage Two behavior referral.</p>

STAGE 2

On-Going Behaviors (unresponsive to Stage One interventions)-Intense/ Significant
Behavior Report Referred to Administration

BEHAVIORS	TEACHER INTERVENTIONS	TEACHER RESPONSE
<p>Attendance and Punctuality</p> <ul style="list-style-type: none"> ● Loitering ● Class cutting/leaving without permission ● Off limits ● Excessive Tardiness ● Trespassing ● Truancy <p>Protection of Property</p> <ul style="list-style-type: none"> ● Deliberate misuse of property ● Gambling ● Possession/use of stolen property ● Property Damage ● Theft: Minor <p>Protection of Physical Safety and Mental Well-being</p> <ul style="list-style-type: none"> ● Harassment/ bullying ● Intimidation <p>Appropriate Learning Environment</p> <ul style="list-style-type: none"> ● Abusive/ profane language ● Chronic stage one behavior concern <ul style="list-style-type: none"> ○ 3 Stage One Behavior Reports w/ Interventions ● Disruptive conduct <ul style="list-style-type: none"> ○ 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 <ul style="list-style-type: none"> ○ 3 Stage One Behavior Reports w/ Interventions ● Plagiarism ● Possession of prohibited item ● Willful Disobedience 	<p>Consider the context, antecedent, and function of the behavior and implement classroom interventions, such as:</p> <ul style="list-style-type: none"> ● Reteach ● Consider 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 with others involved ● Student remain in class <p>Additional intervention strategies can be found in the CHAMPS manual and the Teacher’s Encyclopedia of Behavior Management.</p> <p>The SIT team will also be conducting regular data reviews in order to identify students who display patterns of unsuccessful behavior in order to provide timely interventions.</p>	<p>STEP 1 Fill out Stage Two Report electronically through Google form</p> <p>STEP 2 Teacher contacts parent and logs contact in Synergy</p> <p>STEP 3 Admin and Grade Level Team meet to discuss the concern and school response.</p> <hr/> <p>CORRECTIVE RESPONSES</p> <p>Determined by Administrator according to Student Rights and Responsibilities Handbook</p> <ul style="list-style-type: none"> ● Community Service ● Lunch Detention/Structured Recess ● Restorative process ● Increased supervision ● Student and or Parent conference with administration ● Behavior Plan ● Class exclusion ● In-school Suspension ● Out of School Suspension

STAGE 3

Significant-Student is Immediately Removed from the Classroom

Immediate Administrator Assistance

BEHAVIORS	TEACHER INTERVENTIONS	CORRECTIVE RESPONSES
<p>Protection of Property</p> <ul style="list-style-type: none"> ● Arson or attempted arson ● Bomb Threat ● Burglary ● False fire alarm ● Property damage: Major ● Theft: Major <p>Protection of Physical Safety and Mental Well-being</p> <ul style="list-style-type: none"> ● 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 <p>Appropriate Learning Environment</p> <ul style="list-style-type: none"> ● Abusive/ profane language or actions that continue with no response to classroom redirection 	<p>Teacher immediately reports behavior to the administration. Students are removed from the classroom to address concerns.</p> <p>Discuss student behavior concern with Grade Level Team</p>	<p>Determined by Administrator according to Student Rights and Responsibilities Handbook</p> <p>Staff will be communicated with ASAP by e-mail or in person regarding the corrective response</p> <ul style="list-style-type: none"> ● Student and Parent conference with administration ● Restorative Process ● Community Service ● Lunch Detention/Structured Recess ● Major Suspension Program ● FBA/ Behavior Support Plan ● Student Success Center ● Safety Plan ● Suspensions/Temporary Exclusion ● Expulsion/Delayed Expulsion ● Mandatory Expulsion

LANE MIDDLE SCHOOL AFFINITY GROUPS AND COMMUNITY PARTNERS

AFFINITY GROUPS

Affinity Groups foster an inclusive environment for students and faculty members to embrace their identity, ideology, common purpose and interest. These groups play a vital role in the school's culture and climate to ensure that all are valued, empowered, heard and community concerns are addressed. Affinity Groups meet weekly during lunch.

AFFINITY GROUP	GROUP LEADERSHIP	CONTACT INFO
Black Student Union (BSU)	TBD	
Gender Sexuality Alliance (GSA)	Ms. Gwendolyn Kaplin	gkaplin@pps.net
Latino/Latinx Student Union (LSU)	Ms. Carolyn Garciaguirre	cgarciaguirre@pps.net
Native American & Indigenous Student Union (NAISU)	TBD	
Slavic Student Union (SSU)	TBD	
Asian American & Pacific Islander Student Union (APISU)	Mr. Allan Trinidad	atrinidad@pps.net
Multiracial Student Union (MSU)	Mr. Kristian Young	kyoung5@pps.net

COMMUNITY PARTNERS

Our community partners are truly an asset to our school community. The services provided are designed to properly reflect the evolving needs of our community and to accommodate the diverse racial, cultural, linguistic and developmental needs of our school.

PROGRAM	PROGRAM LEADERSHIP	CONTACT INFO
Camp Fire	Jasonica Moore	jmoore@campfiecolumbia.org
SUN Community School (Parks and Recreation)	Will Grebner Travis Wells	(971) 347-5722 traviswells@portlandoregon.gov
REAP	Jessica Monje-Perez	jessicamp@reapusa.org
Latino Network	Marcela Tupayachi	marcelat@latnet.org
Chess for Success	Benton Needham	ben@chessforsuccess.org
IRCO Immigrant & Refugee Community Organization	Yelena Bogolyubova	yelenab@irco.org
AYCO African Youth & Community Organization	Siyat Hefow	siyat@aycoworld.org

PARENT ENGAGEMENT

As we continue efforts to strengthen our school community, increase learning opportunities for every child and provide a learning environment that fosters our school values - being accountable, safe and kind - it is imperative that we build lasting partnerships with our parents. Parent involvement is key to the success of our school community and we need your help. Please reach out to our Parent Engagement Coordinator to learn more about how you can get involved.

Ms. April Truhlar, PTO Teacher Liaison: atruhlar@pps.net

Website: [LMS PTO site link](#)

IMPORTANT DATES & UPCOMING EVENTS

Event	Date
Back to School Picnic	August 24
Jumpstart- 6th Grade	August 30
First Day of School- All Students	August 31
Back to School Night	September 21
Parent Teacher Organization	Second Thursday of every month
Site Council	Third Thursday of every month
Fall MAPs Testing	October 3-7
Outdoor School-6th Grade	October 23-28
Climate Surveys	Quarterly- dates TBA
Family Engagement Night	Quarterly- dates TBA
Fall Conferences	November 21-22
Fall Break	November 21-25
Winter Concert	December
Winter Break	December 19-January 2
Winter MAPs Testing	February 6-10
Spring Break	March 27-31
Spring Concert	April
OSAS	April 24-May 5
8th Grade Promotion	June 12
Last Day of School	June 13

[Additional District Information](#)