

Lane Middle School School Climate Handbook

Empowered To Learn. Prepared to Succeed.

Be Accountable

Be Safe

Be Kind

2020-2021

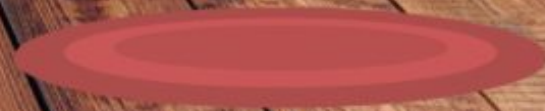




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STAGE 3

Climate Professional Development Focus (1.7)

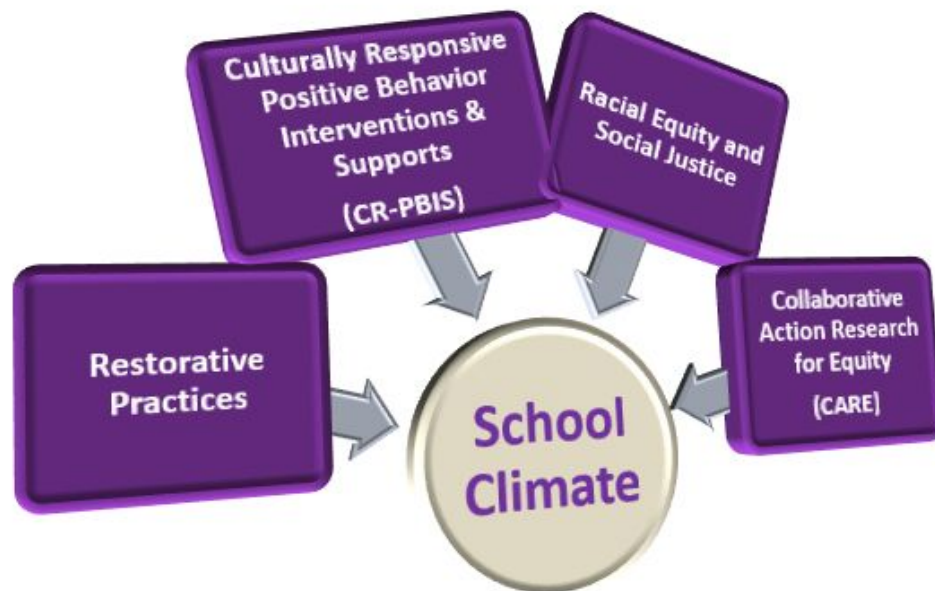
Classroom Procedures (1.8)



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 practices of CARE (Collaborative Action Research for Equity) explicitly called out and woven in.



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?

RACIAL EQUITY AND SOCIAL JUSTICE

“Portland Public Schools is committed to academic excellence and personal success for all students. Central to this commitment is racial equity and social justice. We intend to continue the cultural transformation of Portland Public Schools -- the changes in policy, people, and practice necessary to create a culturally responsive organization that ensures the success of every student by name. This work is necessary to prepare every student to navigate and compete in a culturally rich society and global economy...Our aim is to work to evolve PPS Equity and Social Justice practices to a comprehensive, defined framework with clear system-wide equity and social justice actions and measurable results that lead to improved outcomes for all students,” (Portland Public Schools, 2020).

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, Lorenzo Poe



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 motivate them to reach their highest potential
- Supporting the implementation of restorative practices in our classrooms
- Facilitating peer mediation

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.

STUDENT RIGHTS:

We are committed to ... (maybe there are other areas to highlight here as well)

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.
- 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

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 (CDL and school site). 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. Yourself

Accountable

Am I taking responsibility for the impact that my words and actions have on myself and others?

Safe

Am I making choices that are physically and emotionally safe for myself and others?

Kind

Am I speaking and acting in ways that are supportive of others.

THE SCHOOL CLIMATE TEAM (TIER I)

SCHOOL CLIMATE TEAM INFORMATION (1.1/1.2)

Team Members	Name	Primary Meeting Role (Facilitator, Data Analyst, Minute Taker)
Climate Administrator	Dr. Sherree Coleman, Assistant Principal	Facilitator
Climate Coordinator	Carolyn Garciaquirre, Climate Specialist	Co-Facilitator
Behavioral Expertise	Heather Dickinson, SpED Learning Center Support Specialist Gwendolyn Kaplin, Counselor Rebecca Corpuel, Counselor	Collaborator Collaborator Collaborator; Recorder
Coaching Expertise	Temmecha Turner, Student Engagement Coach & Restorative Practices Specialist	Collaborator; Data
Knowledge of School Operations/Programs	Michael Rowel, Principal Sarah Waltrip, Assistant Principal	Collaborator Collaborator
Knowledge of Classroom Academic/Behavioral Patterns	Nancy Arteaga, Teacher Lindsey Sullivan, Teacher Heather Szabo, Teacher Patrick Liocano, Teacher	Collaborators
Community Partners	Reap, BPI, Latino Network, SUN Community School, Campfire	Collaborators
Student Representatives	TBD	Collaborators
Family Representatives	TBD	Collaborators

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.



CLIMATE TEAM MEETING SCHEDULE

Month	Date/Time	Room	Topic/Assessment
September	9/14, 9/23; 4:00-5:00 p.m.	Virtual Mtg. Room	Norms, Data Review, Climate Goal, Sentence stems, Mission Statement, Hispanic Heritage Month Advisory Planning
October	10/7, 10/21; 4:00-5:00 p.m.	Virtual Mtg Room	Data Review MTSS, Culturally responsive incentives, Hispanic Heritage Month Advisory Planning, Student Affinity Group Planning, Climate Statement Collaboration
November	11/4 4:00-5:00 p.m.	Virtual Mtg Room	Schoolwide Incentives, National Native American and Indigenous Heritage Month Advisory Planning, Climate Statement Collaboration
December	12/2, 12/16; 4:00-5:00 p.m.	Virtual Mtg Room	Advisory Planning for Celebrating Winter Holidays Around the World (Christmas, Hanukkah, Kwanzaa, Noche Buena, Winter Solstice Celebrations), SEL lessons for advisory, Finalize Climate Statement, Holiday Ideas for Lane Students
January	1/13,1/27; 4:00-5:00 p.m.	Virtual Mtg Room	Advisory Lessons for Celebrating Russian Christmas and Russian New Year, Student Engagement Ideas and Activities, Schoolwide Incentives, Restorative Circles
February	2/10, 2/24; 4:00-5:00 p.m.	TBD	Data Review (Temperature Check), Advisory Lessons for Black History Month and Chinese New Year, Schoolwide Incentives
March	3/10, 3/31; 4:00-5:00 p.m.	TBD	Schoolwide Incentives, Teacher Celebrations, Advisory Lessons for National National Women's History Month, Irish-American Heritage Month
April	4/14, 4/28; 4:00-5:00 p.m.	TBD	Advisory lesson planning for Ramadan, SEL advisory lessons, Restorative Circles
May	5/12, 5/26; 4:00-5:00 p.m.	TBD	Advisory lesson planning for Somalian:Eid al-Fitr Holiday 5/13-5/14, Asian American and Pacific Islander Heritage Month, Jewish American Heritage Month
June	6/9; 4:00-5:00 p.m.	TBD	End of the year celebrations, Planning for rollout next year



TIER I IMPLEMENTATION
(Programmatic Supports for all Students)

SCHOOLWIDE VALUES AND COMMON AREA EXPECTATIONS (1.3)

Core Values:

A.S.K. Yourself	<u>Accountable</u> Am I taking responsibility for the impact that my words and actions have on myself and others?	<u>Safe</u> Am I making choices that are physically and emotionally safe for myself and others?	<u>Kind</u> Am I speaking and acting in ways that are supportive of others?
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Common Area Expectations (building only):

Common Areas Areas shared with the entire school: cafeteria, gym, bathrooms, office, halls, etc.	<ul style="list-style-type: none"> • Use materials/ equipment appropriately • Electronics, headphones and other personal technology must be <u>in lockers</u> 	<ul style="list-style-type: none"> • Clean up after yourself • Carry a hall pass • Return equipment • Keep food and beverages in cafeteria except for school provided breakfast and snacks • Water only in a transparent, <u>covered</u> bottle 	<ul style="list-style-type: none"> • 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
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TEACHING EXPECTATIONS (1.4)

Core Expectations for Lane Middle School Educators

- [Core expectations for Lane Educators](#)

Area Expectations Lesson Plans (building only):

- [PBIS Common Area Expectations Lessons](#)



Community Etiquette (CDL only)

- [Community “Meeting” Etiquette](#)

PPS Tier 1 Resources for Distance Learning

- [Effective Practices in a Virtual Classroom](#)

Yearly Schedule for Teaching School Values and Classroom Expectations:

Date	Expectations
August	Explicit, direct instruction in core values, student behavior, classroom expectations, and expectations for appropriate online community meeting etiquette.
January 2021	Explicit, direct instruction in core values, student behavior, classroom expectations, and expectations for appropriate online community meeting etiquette.
April 2021	Explicit, direct instruction in core values, student behavior, classroom expectations, and expectations for appropriate online community meeting etiquette.

LANE MIDDLE SCHOOL DISCIPLINE PLAN FOR SCHOOL SITE

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.



STAGE 1

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

BEHAVIORS	TEACHER INTERVENTIONS	DOCUMENTATION
<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 in Synergy, referred to self. Non-certified staff complete a paper report and give it to the administration.</p> <p>STEP 2 Contact parent (by certified staff involved, or administration when the behavior of concern is reported by non-certified staff.)</p> <p>STEP 3 Three Stage One Behavior Reports documenting the same repeated behavior may justify a problem solving discussion with CAT and/or a Stage Two behavior referral.</p>



STAGE 2

**On-Going Behaviors (unresponsive to Stage One interventions)-
Intense/ Significant (Student Stays in Class)
Behavior Report Referred to Administration**

BEHAVIORS	TEACHER INTERVENTIONS	DOCUMENTATION
<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 ● Breakin 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 with others involved <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.</p> <p>STEP 3 Administration informs teacher of the corrective response(s) taken</p> <p>STEP 4 Consider referring student to CAT for patterns of concerning behavior</p> <hr/> <p style="text-align: center;">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
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STAGE 3

(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 administration. Students are removed from the classroom to address concerns.</p> <p>Discuss student behavior concern with Achievement Team and refer to SIT</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



CLIMATE PROFESSIONAL DEVELOPMENT FOCUS (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
Building Racial Equity and Social Justice	
August	Restorative Practices and Norms Social Emotional Learning and Trauma Informed Care Connection, Relationships, and Community Building Effective Classroom Behavior Plans
Facilitating Critical Conversations in the Classroom	
September	Engaging in Courageous Conversations Decentering Whiteness Facilitating Critical Classroom Conversations Exploring Anti-racism Practices
Building Relationships & Sustaining a Restorative School Climate	
October	Building Positive Relationships with Students Creating Restorative Classrooms <ul style="list-style-type: none"> ● Data Review Implementing Restorative Practices in our Daily Work
Strengthening Relations and Engagement	
November	Continue work around Restorative Practices <ul style="list-style-type: none"> ● Positive Intervention Strategies ● Restorative Conversations ● Tier I and II Interventions Strategies to Build Stronger Student Relationships Partnerships, Family, and Community Engagement <ul style="list-style-type: none"> ● Resources ● Parent Connections ● Activities Teacher-Student Relationships
Culturally Responsiveness and Teaching Tolerance Strategies	
December	Teacher-Student Relationships <ul style="list-style-type: none"> ● Engaging Students of Color Partnerships, Family, and Community Engagement <ul style="list-style-type: none"> ● Resources ● Parent Connections Examining the Framework for Cultural Awareness <ul style="list-style-type: none"> ● Invisible Culture ● Stereotyping



ReEstablishing Connections	
January	ReEstablishing Connections and Community Building <ul style="list-style-type: none"> ● ReEngagement w/ Students ● Revisit Schoolwide Values (A.S.K.) ● Revisit Tier I Interventions ● Revisit Tier II Interventions ● Revisit Tier III Interventions
Celebrating Multiculturalism and Interrupting Inequities	
February	Celebrating Multiculturalism <ul style="list-style-type: none"> ● Interrupting Inequities ● Racial Equity Lens and Biases Positive Behavior Interventions <ul style="list-style-type: none"> ● Incentives ● Engagement Culturally-Responsive Practices
Maintaining Self Care When the Work is Difficult	
March	Restorative Practices in the Classroom (ReEvaluate) <ul style="list-style-type: none"> ● Data Dive (attendance, discipline, survey results) ● Tier 1 Interventions ● Discipline Flowchart ● Modeling
Maintaining Supportive Learning Environments	
April	TBD
A Look Back: Reflections, Celebrations, and Adjustments	
May	TBD
June	Review of School Climate Plan/Staff Handbook

CLASSROOM PROCEDURES (1.8)

As per PAT contract every teacher will have an Effective Classroom Practices Plan (ECPP). ECPPs will be due to administration the day before back to school night. PD time will be provided in the first two weeks of school.

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

- Click [here](#) for the **Effective Classroom Practices Plan Template**:
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