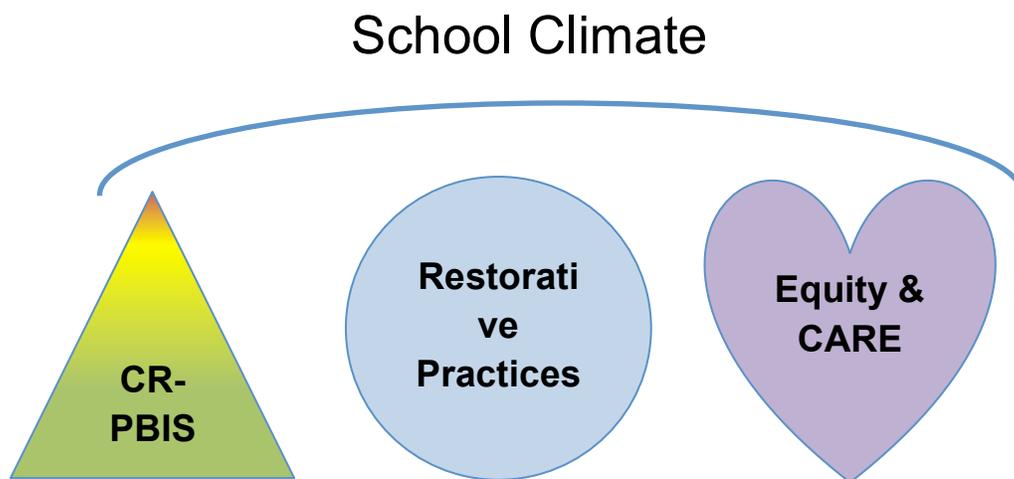


our school community to thrive. Wilson has a long-standing commitment to high standards of excellence and positive school climate.

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

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.



CULTURALLY-RESPONSIVE POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS (CR-PBIS)

Culturally-Responsive Positive Behavioral Interventions & Supports (CR-PBIS) 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, CR-PBIS:

- 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.

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, INTERSECTIONALITY, AND SOCIAL JUSTICE

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

Portland Public Schools believes in the fundamental right to human dignity and that generating an equitable world requires an educational system that intentionally disrupts—and builds leaders to disrupt— systems of oppression.

“We are 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



Racial Equity Lens

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

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

- 1** Who are the racial/ethnic groups affected by this policy, program, practice or decision? And what are the potential impacts on these groups?
- 2** Does this policy, program, practice or decision ignore or worsen existing disparities or produce other unintended consequences?
- 3** How have you intentionally involved stakeholders who are also members of the communities affected by this policy, program, practice or decision? Can you validate your assessments in (1) and (2)?
- 4** What are the barriers to more equitable outcomes? (e.g. mandated, political, emotional, financial, programmatic or managerial)
- 5** How will you (a) mitigate the negative impacts and (b) address the barriers identified above?

SCHOOL CLIMATE AND EQUITY TEAM (2019-20)

Name	School Role	Team Role/Expertise
STAFF:		
Allyson Copacino	Yoga/PE Teacher	
Ayesha Freeman	Vice Principal	
Benjamin Hunter	Language Arts Teacher	
Brian Covey	Vice Principal	
Ellen Whatmore	Language Arts Teacher/IL	
Emille Refvem	Psychologist	
Filip Hristic	Principal	
Jamie Suehiro	Language Arts Teacher/TOSA	
Jay Rishel	Language Arts Teacher	
Joy Root	Language Arts Teacher	
Ken Muraoka	CTE and Leadership Teacher	
Matthew Campeau	Social Studies Teacher	
Max Trezise	Social Studies Teacher	
Megan Jackson	Health and AVID Teacher/TOSA	
Nabila Mohammed	Language Arts Teacher	
Sara Gandarilla	Vice Principal	
Sarah LeMier	CTE Teacher	
Sheila Kendall	Counselor	
Stephanie Satoorian	Science Teacher	
Susanne Cuatt	Special Education Teacher	
TBD	MTSS TOSA	Team Coaching and Support
STUDENTS:		
	12th grade Student	
Ally Grommes	12th grade Student	
Emma Jeffcock	11th grade Student	
Mia Sedory	12th grade Student	
Yasmin Rodrigues	11th grade Student	
Zachary Craven		
PARENT(s)/Guardians:		



Climate and Equity Team Meeting Schedule (2019-20)

Wilson's School Climate Team will meet to address major school climate topics as a group as needed, and meet in smaller (subgroup) as need to address specific issues that do not require the presence of the entire team.

Month	Date/Time	Room	Topic/Assessment
September	9/12 @ TT w/ Students	TBD	Group Norms, Roles, Goals, Climate and Equity PD Plan
	9/12 @ 3:30-5		
	9/26 @ 3:30-5		
October	10/10 @ 3:30-5		
	10/18 @ TT w/ Students		
	10/18 @ 3:30-5		
November	11/8 @ 3:30-5		
	11/21 @ TT w/ Students		
December	12/12 @ 3:30-5		
January	1/9 @ TT w/ Students		
	1/9 @ 3:30-5		
February	2/6 @ 3:30-5		
	2/13 @ TT w/ Students		
March	3/5 @ 3:30-5		
	3/19 @ TT w/ Students		
April	4/3 @ TT w/ Students		
	4/16 @ 3:30-5		
	4/30 @ TT w/ Students		

May	5/14 @ 3:30-5		
	5/29 @ 3:30-5		

SCHOOL-WIDE VALUES AND COMMON AREA EXPECTATIONS

Mission Statement:

At Wilson High School, our mission is to educate young people in every capacity -- mind, body, and spirit. We prepare students to succeed in their various roles in society: as workers who are responsible, innovative, and ready to compete at a world-class level; as citizens who are both loyal to our community's democratic ideals and committed to the on-going work of forming a more perfect union in our heterogeneous society; and as adults who, in their private lives, balance the virtues of individualism, such as self-reliance, honesty, and personal initiative, with the cooperative ideals of justice, tolerance, and compassion. In short, our goal is to foster in our students the core intellectual capacities and habits of the heart that will allow them to lead deeply engaged, productive, and meaningful lives.



THE WILSON WAY

Showing EMPATHY and RESPECT for ALL

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 Wilson 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 Wilson community, because these are the three things that help students be successful in life. Our students need to understand and exercise The Wilson Way 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.

[\(Link to School Wide Climate Lesson Plans will be shared here soon\)](#)

Student behavior expectations apply to students wherever they are, on any district property and at any school-sponsored activity regardless of location, including traveling to and from school. The major objectives of these expectations are to help students develop self-management skills and to teach the following fundamental concepts of living.

Yearly Schedule for Teaching Common Area Expectations

Date	
September	Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide.
January	Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide.
March/ April	Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide.
Topics may change As indicated by Wilson's school needs and discipline data.	

Wilson Discipline Flow Chart





Is behavior classroom managed (Stage 1) or office managed (Stage 2/3)?		
Category	Stage 1: Classroom Managed Examples	Stage 2/3: Office Managed Examples
Attendance and Punctuality	<ul style="list-style-type: none"> Tardiness (1-5) Unexcused Absence (1-3) 	<ul style="list-style-type: none"> Repeated Tardiness (6+) Repeated Unexcused Absence (4+) Trespassing/Off-Limits
Protection of Property	<ul style="list-style-type: none"> Misuse of Property Vandalism, Minor 	<ul style="list-style-type: none"> Repeated Misuse of Property Vandalism, Repeated or Major Possession of Stolen Property Theft False Alarm Arson Bomb Threat
Physical Safety and Mental Well-Being	<ul style="list-style-type: none"> Bullying/Harassment Teasing/Putdowns Bothering/Pestering Play Fighting 	<ul style="list-style-type: none"> Repeated Bullying/Harassment Violence Intimidation/Extortion Possession of Weapons Display of Offensive Material
Appropriate Learning Environment	<ul style="list-style-type: none"> Abusive/Profane Language Disruptive Conduct Inappropriate Dress Plagiarism/Cheating (1) Insubordination/Open Defiance, Minor 	<ul style="list-style-type: none"> Repeated Abusive/Profane Language Repeated Disruptive Conduct Repeated Inappropriate Dress Repeated Plagiarism/Cheating (2+) Insubordination/Open Defiance, Major/Repeated Gang-Member Identifier Interference with School Personnel Reckless Vehicle Use Possession/Use of Drugs/Alcohol/Tobacco

See PPS Student Responsibilities, Rights and Discipline Handbook, pgs. 15-20 "Summary of Behavior Expectations and Consequences"



Stage 1 – Next Steps	Stage 2/3 – Next Steps																						
<ul style="list-style-type: none"> Stage 1 behaviors are staff supported. <p style="text-align: center;">Classroom Managed Interventions</p> <table border="0"> <tr> <td>Apology</td> <td>Mediation</td> </tr> <tr> <td>Ask Student the Rule</td> <td>Parent Contacted</td> </tr> <tr> <td>Change Seating</td> <td>Positive Practice</td> </tr> <tr> <td>Collaborative Problem Solving</td> <td>Pre-Correct</td> </tr> <tr> <td>Community Meeting</td> <td>Private Discussion</td> </tr> <tr> <td>Community Service</td> <td>Restitution</td> </tr> <tr> <td>Conference</td> <td>Restorative Practice</td> </tr> <tr> <td>Detention</td> <td>Re-Teach Rule</td> </tr> <tr> <td>Gentle Reprimand</td> <td>Structured Recess</td> </tr> <tr> <td>Keep in Proximity</td> <td>Time Out</td> </tr> <tr> <td>Loss of Privilege</td> <td>Warn</td> </tr> </table>	Apology	Mediation	Ask Student the Rule	Parent Contacted	Change Seating	Positive Practice	Collaborative Problem Solving	Pre-Correct	Community Meeting	Private Discussion	Community Service	Restitution	Conference	Restorative Practice	Detention	Re-Teach Rule	Gentle Reprimand	Structured Recess	Keep in Proximity	Time Out	Loss of Privilege	Warn	<ul style="list-style-type: none"> Stage 2: Student remains in class/location Stage 3: Staff calls for support, student goes to office (Secretary, ext. 75205/ Campus Security, 75254) Staff initiates Stage 2/3 by completing Stage 2/3 ODR form and emails or turns into VP (A-L: Jason Breaker, ext. 75379/ M-Z: Sara Gandarilla, ext. 75256). VP: a) informs parent of incident and investigation, b) interviews referring staff, student and others involved. VP determines violation, disposition and initiates support process
Apology	Mediation																						
Ask Student the Rule	Parent Contacted																						
Change Seating	Positive Practice																						
Collaborative Problem Solving	Pre-Correct																						
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Community Service	Restitution																						
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Detention	Re-Teach Rule																						
Gentle Reprimand	Structured Recess																						
Keep in Proximity	Time Out																						
Loss of Privilege	Warn																						
<p style="text-align: center;">Stage 1 Documentation</p> <ul style="list-style-type: none"> Stage 1 Reports are entered in TeacherVUE. If staff does not have access to student in TeacherVue, complete a paper Stage 1 Report 	<p style="text-align: center;">Office Managed Interventions</p> <table border="0"> <tr> <td>Conference</td> <td>Student Contract</td> </tr> <tr> <td>Letter of Apology</td> <td>Detention</td> </tr> <tr> <td>Community Service</td> <td>Restorative Process</td> </tr> <tr> <td>Restitution</td> <td>Loss of Privilege</td> </tr> <tr> <td>Suspension</td> <td>Notify Authorities</td> </tr> <tr> <td>Referral to SIT</td> <td></td> </tr> </table>	Conference	Student Contract	Letter of Apology	Detention	Community Service	Restorative Process	Restitution	Loss of Privilege	Suspension	Notify Authorities	Referral to SIT											
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Community Service	Restorative Process																						
Restitution	Loss of Privilege																						
Suspension	Notify Authorities																						
Referral to SIT																							
	<p style="text-align: center;">Stage 2/3 Documentation</p> <ul style="list-style-type: none"> After completing investigation VP finalizes ODR by: <ol style="list-style-type: none"> Same day, notifies student and parent, Within 1-3 days: a) enters all ODR information in Synerg b) returns completed ODR form to referring staff, c) notifies staff involved with student, including homeroom teacher and IEP/504 case manager. 																						

05/31/18

DISCIPLINARY ACTION GUIDELINES

Portland Public Schools recognizes the diversity and worth of all individuals and groups and their roles in society. No discrimination or harassment will occur in any education program, activity or employment.



When and Where the Rules Apply

District behavior expectations apply to students whenever they are:

- Present in any school or on property of the school district.
- At any school-sponsored activity, regardless of its location.
- Traveling to and from school.
- Involved in conduct (regardless of whether or not they are off campus or at a non-school sponsored program) that has a direct connection to a school’s safety and or welfare. If the conduct is speech-related, it must substantially disrupt the educational environment or be anticipated to do so by the principal.

Rules for participants in district athletic programs and/or other school sponsored activities are in force during the entire season — seven (7) days a week, 24 hours a day, at any location.

Seniors may be disqualified from participation in commencement exercises and related activities if within sixty (60) consecutive days of the last senior school day if they are found to be in violation of District Drug and Alcohol policy or any violation resulting in a disciplinary action Level 3 or greater.

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

Some violations can result in referral to Portland Police Bureau.

<ul style="list-style-type: none"> ● Level 1 Conferences ● Level 2 Interventions 	<ul style="list-style-type: none"> ● Level 3 Suspension/Temporary Removal/Reassignment/Referral ● Level 4 Expulsion/Delayed Expulsion/Reassignment/Referral 	<ul style="list-style-type: none"> ● Level 5 Mandatory Expulsion ● Level 6 Mandatory one-year Expulsion (weapons/firearms)
<p>See Discipline of Students with Disabilities for special procedures that apply to students on IEPs and Formal Section 504 Plans in “Guide to Policies, Rules and Procedures on Student Responsibilities, Rights and Discipline”</p>		

General Wilson High School Policies – Listed Alphabetically

ATTENDANCE

Students will attend and be on time to all classes on a daily basis.

AUTOMOBILE AND PARKING REGULATIONS

All students using the Wilson parking lot must register their automobile(s) with Security.

Students are allowed to park in the Wilson parking lot; however, availability is limited. Students may not park in reserved parking spaces, no parking zones, fire lanes, or in the Rieke Elementary School parking lot. Additionally, it is unlawful for anyone to park in a space reserved for persons with disabilities unless they have a state-issued disabled person parking permit conspicuously displayed. There are no exceptions to these rules. Wilson issues parking citations for all parking violations. These fines are payable to the bookkeeper. Repeated violations may result in the loss of the privilege to park on campus and/or the student’s vehicle being towed at the owner’s expense.

THE SPEED LIMIT IN THE PARKING LOT IS 10 MPH! **



Students may not loiter in vehicles during school hours. If they are doing so, they may be asked by staff to exit their vehicle.

The school is not responsible for damage or theft to vehicles in the parking lot.

CELL PHONES/ELECTRONIC DEVICES

Cell phones and electronic devices must be **OFF and AWAY** in classrooms, hallways, and offices during class time.

Disruption of the learning environment with electronic devices is inappropriate. The school is not responsible for your electronic device if it is lost, stolen or damaged. Students who use their electronic devices during class time and without teacher permission may receive school-related consequences including removing the electronic device from their possession until the end of the school day, or until a parent/guardian is able to retrieve it.

CHEATING AND PLAGIARISM

Acts of cheating and plagiarism are unacceptable behaviors. Plagiarism is using the ideas or writing of another as one's own. Examples of cheating or plagiarism include: copying work from other students, using material without attribution to the source, stealing another student's work, or distributing copies of teacher created work such as exam questions. Violators will receive a consequence that may negatively impact their grade and/or may receive other disciplinary consequences. A second occurrence can result in a suspension.

CLOSED CAMPUS

Wilson High School has a closed campus during class time for all students. During lunch only, students can access business in and around Hillsdale and follow school rules at all times.

COMPUTER USE

Students who fail to follow appropriate guidelines and rules regarding school computer and/or network use will be disciplined and will have their access to computers and the network restricted or terminated. Suspension or expulsion from school may occur.

Inappropriate or unlawful use of computers at Wilson High School is defined as any action which includes, but is not limited to:

- Intentional damage or destruction of equipment.
- Any unauthorized use.
- Using another person's account or password to gain access to the network, email or Internet system.
- Downloading, uploading, storing or printing files or messages that are profane, obscene or use language that offends or tends to degrade others.
- Viewing inappropriate sites that are being accessed for non-educational purposes.
- Using the system for personal recreation, entertainment or profit.

DISRUPTIVE CONDUCT

Inappropriate behavior that, because of its content, volume, rudeness or disrespect, is disruptive to the educational process, activity or social atmosphere in any part of our building or campus life (including off-campus school activities) will not be tolerated. Disruptive behavior will result in disciplinary action.

DRESS AND GROOMING

Appropriate dress contributes to a positive learning environment. The responsibility for the dress and grooming of a student rests primarily with the student and his or her parents. Students may be directed to change dress or grooming if it interferes with the learning process or school climate, is unclean or threatens the health or safety of the student or others, is alcohol, tobacco or other drug related (including advertising or advocating the use of such

products), is vulgar, lewd, obscene or plainly offensive, is insulting and/or demeaning to a particular person or group, is indicative of gang activity or membership. (Reference: 4.30.012-P)

DRILLS

Students need to be aware that there will be fire, lock down, and earthquake drills throughout the school year. Students are expected to comply with the drills and follow the instructions of adults. Evacuation routes are posted in every classroom. There is a bucket of safety supplies in every classroom in the event of a disaster.

DRUGS/ALCOHOL

Drugs, alcohol and/or paraphernalia are forbidden at school. Students are not to use, possess, sell or transfer alcohol or illegal drugs or look-a-like substances at school or at school activities. Paraphernalia includes any devices that could be used with illegal drugs. This includes, but is not limited to, Juul pen products and other vape pens. It also includes vape cartridges, pods, and chargers. Drug-related behavior is also forbidden. This includes any act that assists or promotes the use of drugs and/or alcohol. Assisting or promoting includes being where drugs and/or alcohol are being used, transferred, sold, or possessed; or engaging in any conduct that aids or facilitates drug-related activity. Violations lead to a hearing that may result in suspension from school and school activities or expulsion from school. Violations will be reported.

EDUCATIONAL MATERIALS

It is the responsibility of the student to adequately care for school computers, educational textbooks, library books, etc. In the event of loss or damage to educational materials, it becomes the financial responsibility of the student/family to reimburse the school the designated amount.

The district shall withhold the grade reports, diploma and records of students or former students who owe fees, fines or damages of \$50.00 or more until those debts are paid. School personnel may withhold records if the debt is less than \$50.00. However, reports shall not be withheld if they are requested for use in placement of a student. (Reference: 6.20.010-P, ORS 339.260)

FALSE FIRE ALARM PULLING

Any student who falsely pulls a fire alarm is reported to the police and can be suspended or potentially expelled from school.

FREEDOM OF EXPRESSION

Students are entitled to express their personal opinions under all reasonable circumstances. However, symbolic or actual expression shall not interfere with the freedom of others to express themselves, nor shall it substantially disrupt the orderly conduct of the school. Students shall bear the responsibility in the exercise of their rights of expression. They shall not display materials which are libelous, obscene or which create an immediate danger of physical disruption of the orderly operation of the school or create a clear and present danger of violation of the law or existing attendance regulations.

FIGHTING

All students have the right to feel safe while at Wilson High School or while attending any Wilson High School activities. Students involved in fights on campus, in the vicinity of campus during school hours, on school busses or at any school-sponsored activity can be suspended from school for a period of time depending on the severity of the circumstance. Students who get into fights during non-school time (i.e. evenings, weekends, etc.) may also come under school auspices if the fight is school related or disrupts the learning environment. A fight that takes place off campus during lunchtime is also considered to be "school related". Students who provoke or promote a fight can also receive school-related consequences.

HALL PASSES

Students are expected to remain in all of their classes for the duration of the period. Each classroom has one hall pass that is available for students to use at the teacher's discretion. While we recognize that students will have

legitimate reasons to step out of the classrooms for brief periods of time, hall pass use will be limited. Habitual use of the hall pass is prohibited.

HARASSMENT

Respect and empathy are essential for a positive and productive learning environment and WHS is committed to maintaining a learning environment that is free of harassment. We take this issue seriously and will not condone racial, ethnic, sexual or any other kind of harassment. Any student who is subject to, or knows of any harassment, should immediately notify a staff member, administrator, or campus monitor. All complaints will be promptly and thoroughly investigated. Appropriate disciplinary measures may be taken upon investigation.

Cyberbullying

Cyberbullying is the willful and repeated harm inflicted through the use of computers, cell-phones and other electronic devices. Cyberbullying occurs when a student is threatened, harassed, humiliated, embarrassed or otherwise targeted by another student through the use of any electronic communication device. This includes any electronic communication that disrupts or prevents a safe and positive educational environment.

Posting nude photos of a minor is a crime in Oregon. If it comes to the attention of WHS staff, the situation becomes a police matter.

Other examples of cyberbullying may include, but are not limited to:

- Posting threatening or demeaning remarks about another student on social media sites such as Facebook, Instagram, Snapchat, or Twitter.
- Posting an image or video online of another person without that person's knowledge, permission or consent.
- Sending threatening or demeaning text messages.
- Creating a webpage with the intent to degrade another person or damage their reputation.
- Intentionally and cruelly excluding another person from an online group.
- Continued, unwelcomed contact with another student through text or email.
- Disclosing personal information about another person (i.e. home address, phone number, etc.) in an online forum without that person's knowledge, permission or consent.

Degrading and Threatening Remarks

Any kind of remark or action that threatens, humiliates and/or degrades another person will be considered to be harassment. This includes in-person communication, printed flyers or communication through various forms of electronic media. Threatening or physically "bullying" another person is harassment. Examples include but are not limited to:

- Making inappropriate comments to or about someone.
- Baiting.
- Calling names or encouraging others to do so.
- Subjecting another person to offensive physical contact.
- Insulting another person by abusive words, actions or gestures.
- Threatening to inflict serious physical injury on another person or any member of that person's family.

Hazing and Menacing

Hazing, menacing, intimidation or any act that injures, degrades or disgraces a student or staff member will not be tolerated. Hazing is the use of harassment, abuse or humiliation as a way of initiating a person into a group. Menacing is the use of words or actions that intentionally attempts to place a school employee or another student in fear of serious physical injury.

Racial/Ethnic Harassment

Any communication or action that disparages a person's race, religion and/or ethnic origin will be considered harassment. Examples of this include, but are not limited to:



- Subjecting another person to offensive physical contact due to their race, religion and/or ethnic origin.
- Insulting another person by abusive words, actions or gestures that are specifically related to a person's race, religion and/or ethnic origin.
- Threatening to inflict serious physical injury on another person or any member of that person's family because of that person's race, religion and/or ethnic origin.

Sexual Harassment

The Portland School District is committed to maintaining a learning environment that is free of sexual harassment. Sexual harassment will not be tolerated. Any student or staff member who violates the sexual harassment policy will be subject to appropriate disciplinary action.

Sexual harassment means any unwelcome sexual advances including, but not limited to: letters, notes, phone calls, texting, touching, leaning over, cornering, pinching, sexually suggestive looks/glances, pressure for sexual favors, pressure for dates, sexual teasing, jokes, remarks or questions which create a hostile, intimidating or offensive educational environment, or sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature that is repeated after there has been a clear statement that the person shall stop.

INSUBORDINATION

It is the general intent that all students respond positively to supervision and direction by all school personnel during school hours, at all school-sponsored activities and/or while on school property. Students who refuse to do so will be considered insubordinate. Insubordination is the willful disobedience and/or open defiance of the teacher's authority (ORS 339.250). Students are expected to comply with all requests and directions issued by staff members, unless the request or direction is illegal, immoral or endangers the students.

SEARCH AND SEIZURE

If school officials have reasonable suspicion to believe that an illegal/criminal act or a violation of school rules and regulations is being committed or is about to be committed, the school officials may search the person and the personal property including that property or facility provided by the school and seize any property deemed injurious or detrimental to the safety and welfare of the students and staff.

Student Searches

The search of a student's person or belongings will be limited to a time when there is reasonable suspicion to believe that the student is withholding evidence of an illegal act or violation of a school rule. Any search of a student's person will be conducted in the privacy of a school office except in an emergency where delay might endanger the welfare of the student or other persons. Appropriate district protocols will be included in any student search.

Seizure of Property

Illegal items, stolen property or other possessions reasonably determined by school authorities to be a threat to the safety or security of students or others will be seized by school officials. Such items include, but are not limited to, guns, other dangerous weapons, illegal drugs and drug paraphernalia. Other items that may be used to substantially disrupt or materially interfere with the education process will be temporarily removed from the student's possession. Dangerous weapons, including guns, knives, metal knuckles or any other weapon, the purpose of which is to injure other persons or property, will be promptly turned over to a representative of the appropriate law enforcement agency.

Student's possession will be seized and returned to appropriate school personnel. Illegal or dangerous items, or items prohibited by this handbook, will be seized and held for appropriate disposition.

Special Inspections of Individual Student Lockers: special inspection of individual lockers may be made when there is reasonable suspicion to believe that illegal or dangerous items that are evidence of a violation of the law or school rules are contained in them.



SKATEBOARDING AND SKATEBOARDS

The use of skateboards, roller skates and in-line skates are prohibited during school time on school property. They should be left in lockers during the school day.

SPEECH & LANGUAGE:

As representatives of WHS, students are to use appropriate and respectful language at all times. Wilson High School *does not allow hate or bias to flourish - no insults or slurs related to ability, appearance, culture, gender, home language, race, ethnicity, religion, sexual orientation or social class will be tolerated.*

THEFT

Any student who commits or attempts to commit an act of theft against a fellow student, the school district or any other party shall be subject to suspension or expulsion and may be referred to the appropriate law enforcement agency. Any student who knowingly receives stolen property shall be subject to disciplinary action, which may include suspension or expulsion and possible referral to the appropriate law enforcement agency. Students are urged not to bring valuables or large amounts of money to school. Wilson High School does not assume responsibility for a student's personal belongings.

TOBACCO USE

The Portland Board of Education adopted a resolution declaring that all Portland Public School buildings and grounds will be tobacco free. This includes school activities outside of school buildings and on adjacent property (such as bus stops) to school grounds. This applies to adults as well as students. Your compliance with this policy is appreciated.

VANDALISM

Vandalism includes willfully causing damage to buildings, fences, trees or other parts of school property. This includes cutting, marking or defacing in any manner. Any damage to school property can be grounds for school consequences including suspension or expulsion. Any damage to school property willfully caused by a student shall be assessed against the student and the parent(s) having legal custody of the student. Also, any student who willfully causes damage to another student's or staff member's personal property will be liable for the damage and will be subject to further disciplinary consequences.

VISITORS

Wilson has a NO VISITORS policy, except at the request of a parent whose child is considering enrolling at Wilson High School. In those cases, the parent can contact Erica Caldwell at ecaldwell@pps.net to request an exception. If an exception is approved, the host student will obtain written permission from each of his/her teachers agreeing to allow the guest to attend classes. These visits must be pre-arranged. Parents and students requesting visitation must allow the school at least one week advance notice. All visitors must check in at the Main Office and receive a visitors badge or pass.

WEAPONS

It is a felony to possess a firearm (or anything resembling) or other weapon (knives, razors or other instruments capable of inflicting injury to person or property) on school property. Lockers and student vehicles are also subject to search for dangerous or prohibited items. All violations of state weapons laws will be reported to the school police. Any student who brings a weapon to school faces federally mandated expulsion for one calendar year.

Attendance Procedures and Student Supports

The staff at Wilson High School believes that there is a strong correlation between regular attendance and success in academic endeavors. Wilson's staff is committed to encouraging students to attend and to communicating with parents regarding attendance.

Students are expected to:

1. Attend all classes regularly and on time.
2. Parent(s)/Guardian(s) excuse an absence within two days by providing a note, call, or email from a parent or guardian on record.
3. Make up work for excused absences.

The school notifies the parent/guardian when a student is absent from a class without an excuse. The notification is made via automated phone call to the phone number(s) indicated as the primary number(s) on the Student Verification form filled out each Fall. If you are not receiving notification of unexcused absences or want to add additional phone numbers, contact Sara Mattheisen in the Wilson attendance office (smatthei@pps.net, 503 916-5294).

Students should miss no more than nine days of school each year to stay engaged, successful and on track to graduation. The school monitors student average daily attendance and identifies students who need additional supports, resources, strategies and activities to improve attendance and prevent drop-out:

Attendance Rate	Response
Student attending below recommended ADA (average daily attendance) between 80-89% (3-4 days per month)	Students identified as having ADA between 80- 89% attendance require a multiple strategies approach which may include: selected interventions (i.e., group counseling, conference, mentoring, etc.), team planning and coordination to support the student and family, reinforcement, and incentives. Student may be asked to attend after school study hall, lunch study hall, and/or Saturday school to support and improve attendance.
Students attending far below recommended ADA, less than 80% (missing more than 4 days per month)	Students identified as having less than 80% ADA attendance are in need of critical and immediate intervention, which may include: individualized assessments to determine needs, individualized support plans that include a coordination of actions/resources to support student/family, and alternative programming to re-engage student with school (Student Engagement Coach). Vice Principal meets with the student, parent(s), counselor, social worker, student engagement coach, and case manager (when applicable) to develop individual attendance plan and written contract. Student may be asked to attend after school study hall, lunch study hall, and/or Saturday school to support and improve attendance.

The school will notify students and their parent(s)/guardian by letter and/or email when they reach each absence threshold in a semester course.

The school will notify parent(s)/guardian when a student is automatically dropped from school due to 10 days of excused/unexcused absences.

- The school will meet with student and parent(s)/guardian to discuss re-enrollment if requested.
- The student's official transcript will reflect a "W" for withdrawal until the student re-enrolls.

ABSENCES FROM SCHOOL

Excused Absences

Medical appointments, illness, family emergency, religious holiday, funeral, etc. are considered "excused."

- Activities/Athletics - Students who will be absent from class because of participation in school activities should turn in class assignments prior to leaving for the activity unless alternate arrangements are made with individual teachers.
- All Others - Students always have the right to make up work missed after an excused absence. Suspensions, Outdoor School and school-arranged field trips, etc., are considered excused. It is the student's responsibility to make contact with his/her teachers concerning make-up assignments. It is also important that this be done the day the student returns to school. Students have two days to complete make-up work for an excused absence unless alternate arrangements are made with individual teachers. 1st Semester exam make-ups must be arranged with the teacher on an individual basis. 2nd Semester exam make-ups for excused absences may be made up during the summer by making arrangements with the Office Manager.

Pre-arranged Absences

Students may pre-arrange an absence through the Attendance Office. The pre-arranged absence form may be picked up at the Attendance Office and it must be completed and returned no later than 24 hours prior to the planned absence. An administrator must approve pre-arranged absences of three or more days. Wilson discourages pre-arranged absences during finals week. Also, teachers should indicate if the student is not doing well in class so that parents can make informed decisions about their child missing school. If a student knows that he/she is going to be absent for an extended period of time, assignments may be obtained from the teacher in advance. Students will be expected to be in attendance during the final week of each semester because of scheduled final exams. An administrator must approve exceptions.

Unexcused Absences

Recreation, oversleeping, catching up on homework, working on a project, car trouble, etc. are considered "unexcused." At the teacher's discretion, make-up work and time for unexcused absences may be made up on a full, partial or no credit basis during a designated time arranged with the teacher. Making up an unexcused absence does not necessarily mean that the same material will be covered. However students will be allowed to make up any material covering a broader period of time than that of the absence itself (i.e. six-week tests, major exams, long term projects, etc.). Students may be assigned make-up time or detention for unexcused absences.

ABSENCE MAKE-UP PROCESS

If you are out of school for two or more days due to illness, for example, please contact the Attendance Office. Through the Attendance Office, we can gather work from your teachers and you or your parent/guardian can pick it up.

ADMITTANCE AFTER ABSENCE

Please bring a signed note from your parent/guardian excusing your absence when you return to school. Bring the note to the Attendance Office before you return to class. Parents may call the Attendance Office at 503-916-5294 or email Sara Mattheisen at smatthei@pps.net.

ADMITTANCE FOR TARDINESS

If you are tardy to class and you have a legitimate reason for being late, a signed note from your parent/guardian is necessary in order to indicate it is "excused." Please stop by the Attendance Office to indicate an "excused" tardy. If you do not have a signed note from your parent/guardian, your tardy will be "unexcused."

- If you arrive to class late, but within the first 25% of the period, you must have a valid note excusing the absence from another staff member, parent or the Attendance Office. Your absence will be excused in the Attendance Office.
- If you arrive to class late, after the first 25% of class, you will be marked “Late after Tardy” (LAT). In order to be admitted to class, you must receive a pass from the Attendance Office.

ASSEMBLY ATTENDANCE

Students are expected to attend all assemblies. Students should treat assembly participants with respect and behave appropriately at all times.

NON-ATTENDANCE POLICY

Those students who have shown a lack of scholastic achievement (currently failing a minimum of 50 percent of their classes) and/or have irregular attendance and/or unsatisfactory disciplinary records and who, after counseling and conversations by teachers and administrators, are showing little progress in school will receive an individualized intervention plan. This plan will be facilitated by the student’s vice principal and will include a parent/guardian, counselor, and teachers. If non-attendance reaches 10 or more days, a home visit by the district Family Engagement Office will occur.

PARENT-INITIATED ATTENDANCE COMMUNICATION

All parents may contact the Attendance Office at 503-916-5265 to check on the status of your student’s attendance. Parents may also speak directly with the student’s counselor or vice principal regarding student attendance.

PARTICIPATION IN ATHLETICS AND ACTIVITIES

Absences for school-sponsored activities must be cleared in advance. In order to participate in practices or events, the participant must be in attendance at all classes the day of such a practice or event. If you have unexcused absences the day of a competition, you will not be eligible to play in a contest. Any exceptions must be cleared through the Athletic Director and/or the vice principal.

SCHOOL-INITIATED ATTENDANCE COMMUNICATION**Automated Call**

Parents can expect that the automated telephone system will be used to alert them when their student has missed one class period or more within a 24-hour period. Please insure that your contact information is updated whenever changes are made. This system will also deliver email message broadcasts from the school.

Attendance Office

Parents may be contacted by the Attendance Office to verify absences.

PROFESSIONAL DEVELOPMENT (2019-20)

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	School climate orientation: <ul style="list-style-type: none"> ● Refocus on the “why” we are racial equity leaders with a focus on ALL social justice issues that pertain to teaching and learning at Wilson ● Effective Classroom Management Plans ● “WHS School Behavior Expectations Guide 19-20” Climate Lesson ● Student Panel about Race, Gender Identity, and Intersectionality School-wide climate and safety lesson on September 5-6, 2019	
September	<ul style="list-style-type: none"> ● Confronting White Nationalism 	
October	TBD w/ the Climate and Equity Team	
November		
December		
January		
February		
March		
April		
May		
June		

CLASSROOM PROCEDURES

As per PAT contract every teacher will complete an Effective Classroom Management Plan, to be completed and submitted to administration to administration before back to school night.

The Effective Classroom Management Plan template covers the essential features of effective classroom management: e.g., structure, teaching expectations, acknowledging positive behaviors, and redirecting misbehaviors.

FEEDBACK AND ACKNOWLEDGEMENT SYSTEMS

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.

Wilson Way cards are available for all students and staff to acknowledge each other for demonstrating The Wilson Way.



Appendix



PPS Behavioral Expectations and Consequences

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

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

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

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

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



Staff Resource Guide 2019-2020

This guide is meant to help our staff better understand the resources that are available as we support our students.

I have a student struggling academically....

Tutoring in the Library: Cassie Lanzas, our Librarian, is happy to help students connect with a tutor. We have a few community members and college students who volunteer to tutor our students one-on-one. Also, students from our National Honor Society are in the Library during Tutor Time to help students.

Case Manager: For students on IEP's, contact the case manager for background information or academic, social and behavioral supports. Faculty can work with case managers to modify curriculum, implement accommodations and /or understand how IEP goals impact one's practice.

Counselor: Students and families can meet with the student's counselor to review options for increased academic support, discuss organizational skills and help students to make a plan for academic success. Counselors also have a list of professional tutors.

Saturday School: Recommended for students who need a structured, supportive environment to catch up on their school work. Contact a counselor to refer a student. Saturday School meets two Saturdays a month in the Library from 8:30-11:30 am.

Priority Conference: Schedule the student and parents for a priority conference in November during one of the conference days. Invite the student's counselor, or student engagement coordinator and/or administrator (if applicable) to the conference. This is an opportunity for everyone involved with the student to meet and discuss the best strategies for success.

I have a student with attendance issues...

- When a student has missed **3** classes in a row, please check in with the student the next time you see them to find out the 'backstory' as to why the student is missing class. Is there a situation at home? Health issues? Social factors? Let the student know you are there to support them.
- If attendance continues to decline—call home, send an email, or send a "just wanted to let you know" postcard. **Enter communication into Synergy—in the Student Contact Log (under Student)**. Other staff will also review and add information to the Student Contact Log.

- Notify counselor of concern if attendance pattern continues.

Students with approximately 80% attendance or below (missing more than 4 days per month) will receive the following supports and/or interventions:

- Attendance Letter of Concern--Students will receive quarterly letters notifying families of our concern and offering resources.
- Home visits to address barrier to attendance and connect families with needed resources like social services, housing and health services.
- Attendance Team & counselors review data bi-weekly focusing on students with less than 80% attendance **and** below a 2.5 GPA.
- Student will meet with Student Engagement Coordinator (SEC).The SEC will work with a caseload of students to support the school's efforts to increase school engagement and attendance. The SEC will work with students at school, in the community, and in their homes. The SEC program works to create a collaborative process that meets students and families' needs by identifying and building relationships with key stakeholders in the school and community.

I have a student struggling with outside factors....

Counselor: The student's counselor can help evaluate what barriers are getting in the way of the student being successful. Are there issues at home, issues with friends, mental health concerns? We can also help students access a professional counselor and/or medical treatment.

School Psychologist (Emilee Refvem & Alicia Groseclose-Lobb): The school psychologists support students on IEP's.

Western Psychological Services Counselors: Two therapists from Western Psych are at Wilson a total of four days a week. They meet with students usually weekly on a variety of issues that can include anxiety, depression, or family issues. Students should see their counselor to start the referral process.

Nurse: Contact the nurse if you have concerns about a student's physical well-being including frequent illness, hygiene, and sleep issues. The nurse can also help with obtaining eyeglasses for students. If a student reports they have no health insurance, refer them to the nurse for assistance with the Oregon Health Plan (OHP).

Academic Support Courses at Wilson...



Virtual Scholars—students enroll in Virtual Scholars to recover courses that were failed in Language Arts, Social Studies, Science and Health. Students must forecast for the Virtual Scholars class which meets in the building for one period each A and B day.

Math Support Courses—Algebra Support and Geometry Support give a student a math support class on the opposite day of their math class.

Academic Support—a support class for students who are on an IEP.

You have tried to assist a student, but the situation has not improved...

If a teacher has a concern about a student, whether it be regarding attendance, behavior or academics, that has not resolved through classroom based interventions please contact the student's counselor AND fill out the **Student Data Collection Form** that will be shared with you as a google doc. The information collected will help the student's counselor make a decision about what is the next best step.

Intervention Teams at Wilson:

Student Intervention Team (SIT): This team meets every other week to discuss students who have low attendance, low grades, along with Stage 2 or 3 referrals. This team is led by VP Ayesha Freeman.

Attendance Team: This team meets every other week to discuss students who have less than 80% attendance (missing more than 4 days per month), who also have a 2.5 GPA or less. The team will develop interventions for these students and establish who in the building will be the primary support person for the student. This team is led by Quan Nguyen.

9th Grade Student Success Team: This team is made up of freshmen community teachers and support staff (counselors, VP, Student Engagement Coordinator). They will review their students' data twice monthly and discuss appropriate interventions.

I have a student struggling with behavior...

On the next page is the ***Discipline Flow Chart for Wilson High School***. It is organized by ***Classroom Managed Examples (Stage 1)*** and ***Office Managed Examples (Stage 2/3)***. Please contact VP's Sara Gandarilla, Ayesha Freeman, or Brian Covey for additional information or support regarding student behavior.

Who to contact for help...

Counselor Caseloads**Class of 2019****Class of 2020 and beyond**

Sheila Kendall	A-C	A-C	x 75210 skendall@
Keith Brown	D-H	D-Ho	x 75207 kbrown@
Julie Fleming	I-M	Hp-Mi	x 75208 jfleming1@
Danny Bradach	N-Sn	Mj-Sh	x 75213 dbradach@
Lauryn Files	So-Z	Si-Z	x 75209 lfiles@

Student Attendance Coach

Quan Nguyen x 75340 (qnguyen1@)

Administration

Filip Hristić, Principal	x 75201 (fhristic@)
Sara Gandarilla, VP	x 75256 (sgandarilla@)
Ayesha Freeman, VP	x 75252 (afreeman@)
Brian Covey, VP	x 75379 (bcovey@)

Special Education Support***Case Managers:***

Evan Price	x75279 (eprice@)
Andre Danielson	x75367 (adaniels@)
Susanne Cuatt	x75300 (scuatt@)
Jessica Radar	x75289 (jradar@)
Michael Brantley	x75240 (mbrantle@)

School Psychologists:

Emilee Refvem	x75378 (erefvem@)
Alicia Groseclose-Lobb	x75315(agrosecloselobb@)

Nurse:

Shaleem Dzom	x75264
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Need to communicate with a parent who may speak or understand a language other than English?

Call the PPS Language Line! The Language Line can be used to call parents regarding attendance, achievement, behavior, assessment, evaluation, registration, parent /teacher conferences, special instruction, or disciplinary matters. District staff are available for the following languages:

- Chinese 503-916-3585
 - Russian 503-916-3583
 - Somali 503-916-3586
 - Spanish 503-916-3582
 - Vietnamese 503-916-3584
 - Somali 503-916-3583
 - Other 503-916-3589
- Call 503-916-3427 for support in other languages (including American Sign Language).
 - Call the line of the parent's primary language, introduce yourself as a Wilson staff member. Have the student's name, parent's name and phone number ready. The interpreter will ask you if you want to leave a message for the parent or if you want to stay on the line to have an interpreted conversation.

TIER I EVALUATION

Evaluation of the Effects and Fidelity of the School Climate Practices

Completed: 04/11/18

Tier I					
Subscale	TFI Feature	Current Score	Actions	Person(s) Responsible	Timeline
Teams	<p>1.1 Team Composition</p> <p>Tier I team includes a Tier I systems coordinator, a school administrator, a family member, and individuals able to provide (a) applied behavioral expertise, (b) coaching expertise, (c) knowledge of student academic and behavior patterns,(d) knowledge about the operations of the school across grade levels and programs, and for high schools, (e)student representation, (f) that reflect student and community demographics.</p> <p>Data source*: School Climate Team, Roster</p> <p>Site Council Roster</p>	2	<p>Current Status: Attendance is better than 80%. We have completed team including a parent and student.</p> <p>Coordinators:</p> <p>At least 6 teachers/staff, 1 parent and 3 students attend regularly monthly meetings</p> <p><u>Next Steps:</u></p> <ul style="list-style-type: none"> Recruit parents and students for next year's team. We can discuss this at the next Site Council meeting in May. 		Before end of year
	<p>1.2 Team Operating Procedures</p> <p>Data source: Equity Team and Site Council</p>	2	<p>Current Status: meeting minutes and action plans are used</p> <p>Next Steps:</p> <ul style="list-style-type: none"> Continue to work on tech aspect of coordinating all items into one shared google folder. 		Before end of year
Implementation	<p>1.3 Behavioral Expectations</p> <p>Data source: Classroom, Campus, and Community</p>	1	<p>Current Status: We have developed the Wilson Way and modified it to include Campus, Classroom, and Community.</p> <p>Large posters with "Respect and Empathy for All" and how it is applied in each location--classroom, hallways and community are displayed in each classroom and throughout the school.</p>	Climate Team	Before end of year

			<p><u>Next Steps:</u></p> <ul style="list-style-type: none"> ● Roll out Staff Resource Guide to all staff so all teachers have a quick resource regarding behavioral expectations and campus resources. ● Staff PD in August that will outline behavioral expectations and climate lesson calendar where expectations will be taught. 	Climate Team	August
<p>1.4 Teaching Expectations</p> <p>Data source: CCR Teachers Admin Team Lesson Plans</p>	1	<p>Current Status: Counselors went into classrooms and engaged in lessons regarding the Wilson Way and examples of how it looks in each area, Classroom, Campus, and Community. Peer Counselors followed up with 2 additional lessons for the freshmen classes.</p> <p><u>Next Steps:</u></p> <ul style="list-style-type: none"> ● Make the climate lesson schedule for next year. Partner with the Equity team to calendar out PD time, prep time for teachers to deliver lessons for 2018-2019 school year. 	Sheila & Brian	May/June	
<p>1.5 Problem Behavior Definitions: Data source: Admin Team</p>	1	<p>Current Status: Hall pass/leaving class early expectations have been re-taught to teachers. Administration offered support to teachers who needed it and students who were continuously violating the expectations had a meeting with a VP.</p> <p><u>Next Steps:</u></p> <ul style="list-style-type: none"> ● Finish and distribute Staff Resource/Climate Guide. Re-examine flow chart and list classroom managed interventions for teachers to use. 	Sheila	May and again in August	
<p>1.6 Discipline Policies</p> <p>Data source: Anecdotal from teachers and admin</p>	1	<p>Current Status: Students receive the Student Handbook in the fall and behavioral expectations are taught by teachers.</p> <p><u>Next Steps:</u></p>	Climate Team	August	

			Continue to communicate with teachers about how discipline is done in the building, what teachers do vs. admin. During August PD give teachers clear direction on documentation in Synergy and discuss Tier 1 interventions that can be used. Give teachers a lesson plan to teach in the first 2 weeks of school that outlines the Wilson Way and behavioral expectations.		
	1.7 Professional Development Data source: Professional Dev Calendar Equity Team Admin Team IL Team	2	Current Status: Just completed final Climate/Equity lesson on 4/6/18. <u>Next Steps:</u> <ul style="list-style-type: none"> May 1 is scheduled to start planning process for next year to schedule PD's, and school wide climate and equity lessons. 	Sheila	May/June
	1.8 Classroom Procedures Data source:	1	Current Status: Developed classroom management plan with an equity lens and engaging in culturally responsive practices at the beginning of the year. Used PD time 4 x this year to discuss equity in our school and how individuals use an equity lens within classroom and all areas of the building. <u>Next Steps:</u> <ul style="list-style-type: none"> School-wide expectations need to be re-taught throughout the year and have different lessons for the different grade levels. 	Climate Team/Teachers	All year
	1.9 Feedback and Acknowledgment Data source: Wilson Way Acknowledgement Cards	1	Current Status: Using Wilson Way cards to acknowledge students regularly who are displaying positive aspects of the Wilson Way--especially around 'showing empathy and respect for all.' <u>Quarterly attendance rewards--rewarding students who improved attendance by 6% for the quarter and reward students with 100% attendance for the quarter.</u> <u>Next Steps:</u> <ul style="list-style-type: none"> Develop a more consistent system to help teachers 	Climate Team	Before August

			acknowledge students more regularly. Have teachers fill out Wilson Way cards in department meetings next year. Goal of 750 cards to go out to students.		
	<p>1.10 Faculty Involvement</p> <p>Data source:</p>	1	<p>Current Status: engaging teachers in PD, discussing practices through a culturally sensitive lens, engaging in equitable practices. Data shared with IL's at monthly Site Council meeting.</p> <p><u>Next Steps:</u></p> <ul style="list-style-type: none"> Need to share disaggregated data more regularly at IL meetings and staff meetings and also gather more input on the universal foundations. 	Climate Team	Quarterly
	<p>1.11 Student/Family/Community Involvement</p> <p>Data source: Admin Dashboard, Climate Team, Attendance Team, Student Engagement Coordinator</p>	1	<p>Current Status: Asking for feedback from stakeholders at Climate, Equity and Site Council teams where students, teachers and parents are present.</p> <p><u>Next Steps:</u></p> <ul style="list-style-type: none"> Plan another family night-- increase the outreach to families (more communication) to improve attendance and connection. Get community feedback from families about school based practices for co-collaboration on work and helping to identify how systems look within the school with respect to the cultures of families represented at school. Clearly identify what resources are available for families and how they can access them. 	Climate Team	Before end of school year
Evaluation	<p>1.12 Discipline Data</p> <p>Data source: Synergy and Dashboard</p>	2	<p>Current Status: We all have access to Dashboard and Synergy and are able to run reports.</p> <p><u>Next Steps:</u></p> <ul style="list-style-type: none"> Run reports monthly and review at SIT/Attendance team 	Climate Team	Monthly

			meetings.		
	<p>1.13 Data-based Decision Making</p> <p>Data source:</p> <p>Synergy</p> <p>Site Council binder: goals, school wide data, district milestones, etc.</p>	2	<p>Current Status: Review attendance data every time that Attendance team meets, Site council reviewed all data in August, using data to inform intervention and strategies, use school wide data at Climate team meetings. Administrators review data monthly at their team meeting.</p> <p><u>Next Steps:</u></p> <ul style="list-style-type: none"> ● Look at all quarter data at year-end Climate retreat. 		
	<p>1.14 Fidelity Data</p> <p>Data source:</p> <p>TFI</p>	2	<p>Current Status: Climate Team is meeting regularly and addressing the TFI.</p> <p><u>Next Steps:</u></p> <ul style="list-style-type: none"> ● Review TFI at year-end Climate Retreat. 	Climate Team	End of year
	<p>1.15 Annual Evaluation</p> <p>Data source:</p> <p>TFI</p>	1	<p>Current Status: Working on the TFI and addressing the progress.</p> <p><u>Next Steps:</u></p> <ul style="list-style-type: none"> ● Sharing the Staff Resource guide with teachers, making attendance a priority, providing resources and supports to families as a part of discipline. 	Climate Team	Before end of year