
Lent Elementary School Climate Handbook

Lent Elementary School

We are Caring.

We are a Community.

We are Always Learning!

2021-2022



*At Lent Elementary School, we will prepare students to participate in a more socially just world by **providing high-quality, engaging instruction** prioritizing realness, relevance, relationships and academic rigor. Students, teachers and the greater community explore self-identity **through joyful learning experiences that** encourage voice and leadership. **Centering racial equity**, we honor **and will elevate** the experiences of our **underserved** students, families, and community, and we celebrate the strength it brings to our school.*

Table of Contents

<u>What Is School Climate?</u>	4-7
<u>Culturally Responsive Positive Behavioral Interventions & Supports (CR-PBIS)</u>	4
<u>Restorative Practices</u>	6
<u>Racial Equity & Social Justice (RESJ)</u>	6
<u>Social Emotional Learning (SEL)</u>	7
<u>Tier I Team</u>	8-9
<u>School Climate Team</u>	8
<u>Climate Team Meeting Schedule</u>	8-9
<u>Tier I Implementation</u>	9
<u>Behavioral Expectations</u>	9
<u>Defining Minor, Stage 1 reports, 2 and 3 Behaviors</u>	10
<u>Discipline Policies</u>	11
<u>Professional Development</u>	11
<u>Classroom Procedures & Guest Teacher Protocols</u>	12
<u>Acknowledgement Systems</u>	12-13
<u>Faculty Involvement</u>	13
<u>Plan for Family, Student & Community Involvement</u>	13-14
<u>Plan for Welcoming New Students and Families</u>	14
<u>Tier I Evaluation</u>	14
<u>Appendix</u>	15-16
<u>CR-TFI Action Plan</u>	15
<u>Common Area Expectations Lesson Plans</u>	16



WHAT IS SCHOOL CLIMATE?

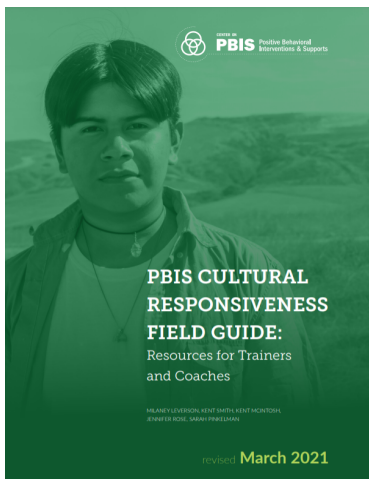
MULTI-TIERED SYSTEMS OF SUPPORT

School Climate is the most integral component of a Multi-Tiered System of Support (MTSS) framework. MTSS is focused on prevention and problem solving for all students using decision making based on data. MTSS uses evidence-based instruction, intervention and assessment practices to ensure that every student receives the appropriate level of support based on their level of need. Attention is focused on creating and sustaining Tier I support (universal), Tier II intervention (targeted group), and Tier III intervention (individual) systems to help eliminate barriers to learning and enable every student to successfully reach their full potential.

SCHOOL CLIMATE OVERVIEW

School Climate encompasses culturally relevant, restorative practices with a racial equity and social justice lens, as well as school wide social emotional learning opportunities for all students in their classrooms.

CULTURALLY RESPONSIVE POSITIVE BEHAVIOR INTERVENTIONS & SUPPORTS (CR-PBIS)



Our definition of cultural responsiveness within SWPBIS includes the following core components:

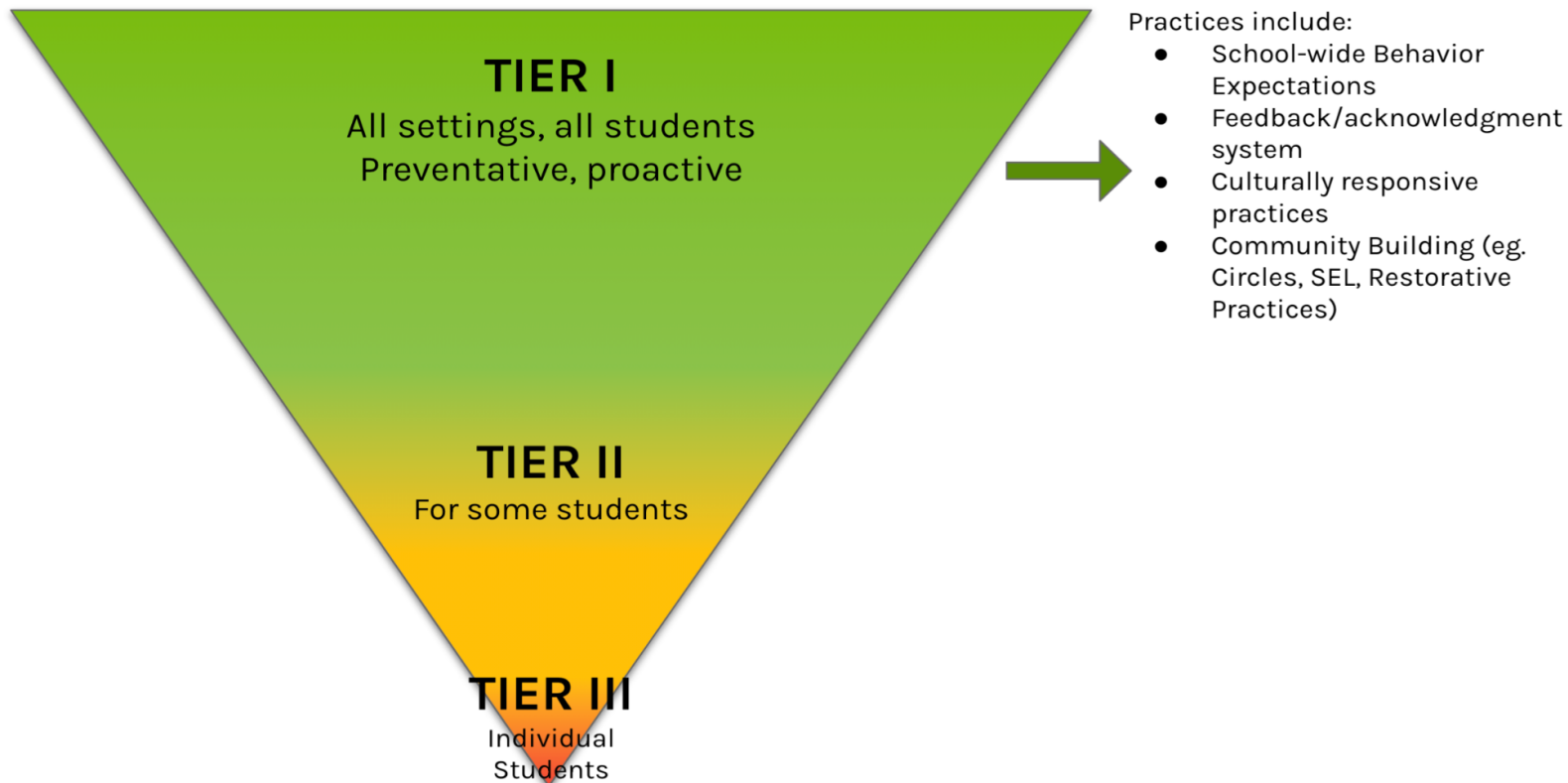
1. Identity
2. Voice
3. Supportive Environment
4. Situational Appropriateness
5. Data for Equity

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

1. Explicitly **teach** co-constructed expectations of the school and classroom community,
2. Actively **acknowledge** kids when they are following the expectations,
3. Instructionally **redirect** behavior using restorative practices.



MTSS FOR STUDENT SUCCESS



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

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

The school climate team brings together all stakeholders to:

- Develop and promote school values
- Develop common area expectations for all parts of the building
- Design lesson plans and schedules to teach common area expectations throughout the year.
- Create and maintain systems to acknowledge students who are following expectations. This may be acknowledgement tickets, assemblies, or awards for individuals, classes, grade levels, etc.
- Develop school wide policies that are proactive, preventative and restorative.
- Build corrective discipline systems (i.e. a flowchart) and calibrate clear definitions of student behaviors.

How do we make certain that PBIS is culturally responsive?



- We use the [Panorama Successful Schools](#) survey data, our Counselor's One Minute Meetings (confidential) and Empathy Interviews (confidential) to systematically assess and review student and family voices and adjust our practices to reflect the needs of our community.

RESTORATIVE PRACTICES

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

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

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

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

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

RACIAL EQUITY & SOCIAL JUSTICE (RESJ)

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

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

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



We owe our students this.

-- Guadalupe Guerrero, Superintendent, Portland Public Schools

SOCIAL EMOTIONAL LEARNING

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

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

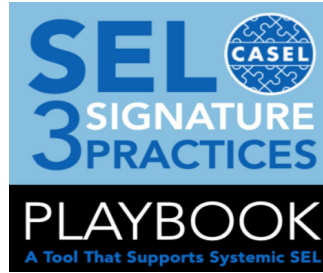
“Transformative SEL” is a process whereby young people and adults build strong, respectful, and lasting, relationships that facilitate co-learning to critically examine root causes of inequity, and to develop collaborative solutions that lead to personal, community, and societal well-being. This form of SEL is aimed at redistributing power to promote social justice through increased engagement in school and civic life. It emphasizes the development of identity, agency, belonging, curiosity, and collaborative problem solving within the CASEL framework. ([CASEL](#))

[CASEL's 3 Signature Practices](#) intentionally and explicitly help build a habit of practices through which students enhance their SEL skills: self-awareness, social awareness, self-management, relationship skills, and responsible decision-making. They provide a framework for supporting teachers in fostering a supportive environment and promoting SEL. The 3 Signature Practices can be put into practice without extensive professional learning. They can be incorporated into any K-12 [lesson](#), [community meeting](#), or [staff meeting](#) through carefully choosing, effectively facilitating and thoughtfully debriefing a: [Warm Welcome](#), [Engaging Activity](#) & [Optimistic Closure](#).

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

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





THE SCHOOL CLIMATE TEAM (TIER I)

SCHOOL CLIMATE TEAM INFORMATION (1.1/1.2)

Team Member	Name	Primary Meeting Role (Facilitator, Data Analyst, Minute Taker)	Backup Meeting Role (Facilitator, Data Analyst, Minute Taker)
Climate/ILT Representative	Katie Melcher (MTSS TOSA)	Facilitator	
Administrator	Tarehna Wicker (AP)	Facilitator/Data Analyst	
Family Member	TBA		
Behavioral Expertise	Jenny Goslin (Counselor) Brittany Jaramillo Lizama (SW)	Participant Participant	
Coaching Expertise	Brian McIntyre (SCS)	Participant	
Knowledge of Academic/ Behavioral Patterns	Paul Callis (SpEd)	Participant	
Knowledge of School Operations/Programs	Stefania Ramirez (G2) Julie Daniels (G5) Kedin Zapeta (G4) Ron Morgan (G3) Anna Sass (Dance, K-5) Chris Meade (Music, K-5) Christopher Meeker (G5) Fedora Copley (G5) Kelli Jones (G1)	Note Taker Time Keeper Participant Participant Participant Participant Participant Participant Participant	

	Lauren Smith (PE, K-5)	Participant	
	Margarita Ferrer Tamayo (G1)	Participant	
	Nick Laurich (Speech Pathologist)	Participant	

Climate Team Meeting Schedule

Month	Date/Time	Room	Topic/Assessment
August			
September			Tiered Fidelity Inventory (TFI) Assessment & Action Plan Last year's Discipline Data Review
October	10/12/2021		Tiered Fidelity Inventory (TFI) Assessment & Action Plan
November	11/9/2021		Tiered Fidelity Inventory (TFI) Assessment & Action Plan
December	12/14/2021		Tiered Fidelity Inventory (TFI) Assessment & Action Plan
January	1/11/2021		Monthly Discipline Data Review
February	2/1/2022		Monthly Discipline Data Review
March	3/8/2022		Monthly Discipline Data Review
April	4/12/2022		Monthly Discipline Data Review
May	5/10/2022		Tiered Fidelity Inventory (TFI) Assessment, Action Plan & Review/Update Climate Handbook
June	TBD Extended Hours		Planning for rollout next year



Meeting Agenda:

- Climate Team meetings minutes will be available for the community to review
- [Team Agendas available here.](#)
- Monthly Discipline Data
- CR-PBIS School-wide Systems (assessing the effectiveness of our Equity Practices on school climate)
- Family and student voice: how we are ensuring 2-way communication and partnerships
- Integration of Restorative Practices

Agenda scheduled for each of our school climate meetings will be driven by prioritized features of our Culturally Responsive Tiered Fidelity (CR-TFI) Action Plan.

TIER I IMPLEMENTATION

Programmatic Supports for all Students

SCHOOLWIDE VALUES AND COMMON AREA EXPECTATIONS (1.3)**Our School Values are:**

We are Caring.

We are a Community.

We are Always Learning.

Posters (with student, staff, family & community-produced values) 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 how it looks different in various common areas. This will help Lent School ensure that our school values are inclusive and affirming.

These school values are important for the Lent School community, because these are the qualities that help students be successful in life.

- These values are woven into our regular teaching practices in every lesson and in every class period throughout the grade levels, naming them with consistency and strategically teaching and reviewing them throughout the school year.

Common Area Expectations**Common Area Expectations in English and Spanish**

TEACHING EXPECTATIONS (1.4)

[Lesson Plans](#) are included on these slides.

Yearly Schedule for Teaching Common Area Expectations

Teams have a process and procedures for staff to teach students the behaviors necessary to be successful in the school setting regardless of previous learning and without disrespecting families' beliefs. When expectations differ between home or community and school, staff examine these differences critically, and if determined to be necessary, they explicitly teach the skills (including providing a clear rationale for having a different expectation at school and opportunities for practice and feedback until students demonstrate the skill fluently). -[PBIS CR Field Guide](#), p.16

Date
August 24- September 30, 2021: Teams ensure that school staff understand that all students need explicit teaching about co-constructed expected behavior at school.*
January 3-January 7, 2022: Teams ensure that school staff understand that all students need explicit teaching about co-constructed expected behavior at school.*
March 28-April 1, 2022: Teams ensure that school staff understand that all students need explicit teaching about co-constructed expected behavior at school.*
As indicated by Lent School discipline data 2021-2022

Active Supervision

Active supervision is the alert, proactive ability of the staff member to circulate within a group of students while interacting in a positive and constructive way. This includes acknowledging positive behaviors and actions, scanning for potential growth areas, modeling and supporting regulation strategies, and using restorative practices to reduce and repair harm.

What does it LOOK like?	What does it SOUND like?
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• Circulating unpredictably • Visually scanning the room • Give BEH Shout-outs (PK-5) and Bacon-bucks (6-8) • Redirecting consistently (every observed misbehavior receives a response & responses to similar misbehaviors are the same from student to student, day to day) • Smiling • Making eye contact with students • Responding non-emotionally to misbehavior • Using respectful body language/non-confrontational stance • Proximity: Gently moving toward the misbehavior in a relaxed way	• Interacting positively with students • Giving 3 acknowledgements to 1 correction • Correcting calmly and respectfully • Aligning acknowledgements and corrections closely to the school values and expectations • Providing comments that acknowledge students' efforts to be successful • Giving accurate feedback that is specific and descriptive • Using a voice level 1 or 2 • Giving reasonably private corrections that address the problem Using respectful words & tone of voice • Speaking in clear & simple language, not framing the direction as a question
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DEFINING STAGE 1 AND STAGE 2/3 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.

Defining Behaviors

Defining & Classifying Behaviors		
Low Level Behaviors	Minor/Stage 1 Classroom Managed Behaviors	Major/Stage 2/3 Team Supported Behaviors
Language • Language "slips" • Inappropriate non swearing language • Student repeats language but doesn't understand its meaning	Swearing/Vulgarity (written/spoken) <i>Synergy: Mild Cursing</i> • Use of "lesser" swear words • Use of obscene hand gestures • Minor suggestive/sexual talk	Swearing/Vulgarity (written/spoken) <i>Synergy: Indecent Gesture; Language, Abusive/ Profane</i> • Use of "greater" swear words directed at others • Repeated or obscene/offensive hand gestures • Repeated or explicit/offensive sexual talk
Vandalism/Theft/Misuse of Property • Careless accident • Climbing on bathroom stalls, throwing paper towels • Teasingly taking others possessions	Vandalism/Theft/Misuse of Property <i>Synergy: Damaging Property; Taking Others Property</i> • Thoughtlessly damaging property –can be easily fixed w/ little time or no cost	Vandalism/Theft/Misuse of Property <i>Synergy: Technology, Use Violation; Theft-Minor or Major</i> • Taking others possessions to keep • Purposefully damaging property- may be timely or costly to fix



Annoyances • Lack of focus • Noise making and/or talking • Out of seat • Cutting in line	Classroom Disruption <i>Synergy: Talking too loudly, Excessive Talking, Bothering Pestering, Mild Defiance or Not Following Directions.</i> • Repeatedly off task, calling out that interrupts learning • Repeatedly interrupting others while working • Argumentative to peers and adults	Chronic/Serious Classroom Disruption <i>Synergy: Disruptive Conduct</i> • Disruptions where area or room needs to be cleared • Extreme and/or unsafe Behaviors
Reluctant Compliance • Initially resisting or ignoring directions	Ignoring Instructions <i>Synergy: Mild Defiance, Not Following Directions</i> • Repeatedly and intentionally ignoring reasonable requests	Defiance <i>Synergy: Insubordination/Defiance/Disobedience</i> • Insubordination • Significant back talk • Disrespectful, more aggressive body and/or verbal language
Teasing • Altering names • Annoying on purpose: bugging • Doesn't care if it hurts others feelings	Pre-harassment <i>Synergy: Teasing/Putdowns, Bothering/ Pestering</i> • "Put Downs" or "roasts" • Threatening stares • Mean-spirited teasing • Personal verbal attacks	Harassment <i>Synergy: Harassment/Bullying, Extortion, Language, Abusive/Profane</i> • Documented patterns of "put downs," "roasts," or personal attacks • Threats/extortions • Ethnic/racist, sexist, disability related, sexual orientation or religious based remarks
Hands/Feet/Objects to Self • Poking or pushing • Pinching, jostling • Throwing class materials • Retaliating as above	Roughness <i>Synergy: Play Fighting</i> • Play wrestling, body holds, light kicking, light hitting, shoving • Pre-fighting, aggressive posturing and/or pushing • Throwing class materials with the intent to hit others	Fighting/Aggression <i>Synergy: Threat Causing Fear of Harm, Physical Attack/Harm, Physical Contact-Inappropriate</i> • Hitting/kicking/punching/ pushing with the intent to seriously harm • Encouraging another to fight • Throwing class materials with the intent to harm others

DISCIPLINE POLICIES (1.6)

Proactive & Inclusive Practices

Staff build a learning community by:

- Intersecting and integrating Restorative Justice practices, PBIS, and Equity.
- Practicing Unconditional Positive Regard in classrooms and all common areas.
- Creating community agreements with input from students that are posted and referred to regularly
- Greeting students at the door during transitions to have a positive initial interaction
- Holding restorative/community building circles and activities regularly so students feel connected to the learning environment and each other
- Welcome students back when they return from a needed break outside the classroom
- Building positive relationships with students by connecting and checking in about life outside of school
- Finding ways to make the curriculum relevant to students' lives (through their culture, language, interests, etc.) when appropriate



- Explicitly teaching and clarifying school/classroom/activity behaviors you expect students to demonstrate throughout the lesson
- Acknowledging and reinforcing on-task behaviors.
- Developing classroom routines and sticking with them
- Providing opportunities for students to listen to each other
- Avoiding power struggles (keep voice at neutral, restate expectations positively, maintain high expectations, provide choices instead of ultimatums when appropriate, redirect problematic behaviors privately, and provide students with the time and space to redirect themselves)
- Looking for opportunities where students can contribute and make choices in the curriculum when appropriate

Lent Leopards Solve Problems Together!

- **"I feel because I wish"** – A restorative sentence frame to help students solve problems with one another. Each student gets to share how they feel and what they wish had gone differently. Then the students make a plan together for how to repair and move forward.
- **Restorative Inquiry Questions** – A series of questions designed both to uncover what happened and help all involved to reflect, take responsibility and heal (from [Conflict Resolution Education](#)).
 - **Restorative Questions I** – To respond to challenging behavior
 - – What happened?
 - – What were you thinking of at the time?
 - – What have you thought about since?
 - – Who has been affected by what you have done? In what way?
 - – What do you think you need to do to make things right?
 - **Restorative Questions II** – To help those harmed by another's actions
 - – What did you think when you realized what had happened?
 - – What impact has this incident had on you and others?
 - – What has been the hardest thing for you?
 - – What do you think needs to happen to make things right?

PROFESSIONAL DEVELOPMENT (1.7)

Over the course of the year, staff PD must explicitly address these five essential areas: teaching school wide expectations, acknowledging appropriate behaviors, correcting errors, requesting assistance (SIT Team), and understanding the influence of race, culture and language on student behavior.

Date	Topic	Presenter
August	School climate orientation: • Intro to ECCP • SEL signature practices • Requesting Assistance	
September	Zones of Regulation Continued ECCP creation/revision (race, culture and language)	



October	Problem-solving sentence frame: I feel because I wish Unconditional Positive Regard (race, culture and language)	
November	Lent Leopards Solve Problems Together - revisiting I feel because I wish (correcting errors) Common Area Expectations	
December	Principal's Report Card	
January	Common Area Expectations Function-Based Thinking (race, culture and language) What is Restorative Practice? (race, culture and language)	
February	Acknowledging appropriate behaviors Discipline Data review	
March	Healing-Centered Practice, Centering Race in Climate Work	
April	SEL, Climate and Academics - Connections and High Leverage Practices	
May	Review of School Climate Plan/Staff Handbook	
June	End of year reflections	

CLASSROOM PROCEDURES (1.8)

Every teacher will have an Effective Classroom Practices Plan (ECPP). ECPPs will be shared with administration no later than the day before back to school night. Co-creating classroom practices reduces variability between classrooms and makes it more consistent for students. Some sample plans are provided below and PD time will be provided in the first two weeks of school to complete these documents.

The Classroom Practices Plan template, covers the essential features of effective classroom practices: Structure, teaching expectations, acknowledging positive behaviors, and supporting regulation & restorative practices.

FEEDBACK AND ACKNOWLEDGEMENT SYSTEMS (1.9)

In addition to regular positive feedback and acknowledgement, Lent staff strive to treat one another and all students with Unconditional Positive Regard. We believe it is critical to students' sense of belonging that they are treated with care and kindness first - in all situations. We do not believe that students need to conform to expected behaviors to be treated with dignity and positive regard.

FACULTY INVOLVEMENT (1.10)

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

Date	Data Shared	Staff Input Topic
September	Climate Survey from Previous Year	Staff norms, common area expectations, teaching expected behaviors
February	Year to Date Disaggregated Discipline Data	Noticings and wonderings around race



April	Student empathy data	Noticings and wonderings around qualitative data; first thoughts for next year's climate work
June	School Climate Survey	Overview of staff sense of data

PLAN FOR FAMILY, STUDENT AND COMMUNITY INVOLVEMENT (1.11)

21/22 - Plan includes regularly scheduled Cafe con La Directora, Coffee with the Principal and PTA meetings. A more robust inclusion of students and caregivers will begin in 22/23

Schedule for family involvement activities

Date	Topic & Group	Activities	Organizer
9	Cafe Con La Directora Coffee with the Principal PTA Newsletters	Welcome back, introductions	Nichole Berg
10	Cafe Con La Directora Coffee with the Principal PTA	Feedback/Hopes and Dreams for 21/22	
11	Cafe Con La Directora Coffee with the Principal PTA Newsletters	Lent Leopards Solve Problems Together	
12	Cafe Con La Directora Coffee with the Principal PTA Newsletters	Universal Positive Regard	
1	Cafe Con La Directora Coffee with the Principal PTA Newsletters	Schoolwide Expectations	
2	Cafe Con La Directora	Successful Schools Survey	



	Coffee with the Principal PTA Newsletters		
3	Cafe Con La Directora Coffee with the Principal PTA Newsletters	SEGC - what it means for Lent	
4	Cafe Con La Directora Coffee with the Principal PTA Newsletters	Restorative Practices	
5	Cafe Con La Directora Coffee with the Principal PTA Newsletters	Successful Schools Survey Results	
6	Cafe Con La Directora Coffee with the Principal PTA Newsletters	Feedback/hopes and dreams for next year	

Lent Plan for Student Involvement

Lent New Student/Family Plan



TIER I EVALUATION

Evaluation of the Effects and Fidelity of the School Climate Practices

DISCIPLINE DATA (1.12)

Tiered Fidelity Inventory (CR-TFI) guides the action planning for the implementation of a positive school climate.

- Assessment component is completed three times a year in September, January and May
- A score of 80% or better indicates a well-implemented tier
- The TFI action plan is revisited on a monthly basis

Successful Schools Survey (SSS)

- Completed once a year in February by all students (grades 3-12), staff, and families.
- Reviewed by the School Climate Team and shared with staff, students and families. Used to monitor and adjust climate initiatives.
- Accessed via the Panorama [dashboard](#).

School Climate Action Plan (CR-TFI):

- [Lent TFI Working Document](#)



Appendix

School: [Lent School Climate \(CR-TFI\) Action Plan](#)

Date: Fall, 2021

