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# Lincoln High School School Climate Handbook

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## ***Our Values: GO CARDS!***

*Global*

*Open minded*

*Caring*

*Altruistic*

*Respectful*

*Dedicated*

*Supportive*

## **IB Learner Profile:**

### ***The Values of IB Scholars***

*Inquirers*

*Knowledgeable*

*Thinkers*

*Communicators*

*Principled*

*Open-Minded*

*Caring*

*Risk-Takers*

*Balanced*

*Reflective*

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2025-2026

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**Our VISION:** Lincoln High School students will be responsible, creative members of our global community with a passion for life-long learning and the confidence and skills necessary to embrace human diversity, advance equity and contribute to their community as innovative stewards of our planet.

**Our MISSION Statement:** As an International Baccalaureate (IB) World School, Lincoln emphasizes a global curriculum in which all students find belonging and reach their full potential. Lincoln strives to meet the needs of every learner in a positive, supportive environment and to provide the highest quality college and career preparation through the IB program, College and Career Technical Education (CTE), Advancement Via Individual Determination (AVID), and robust extra-curricular opportunities. These programs encourage students to think creatively, critically, and reflectively so they can be responsive to cultural and individual diversity and become compassionate, contributing members of our global community.



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## WHAT IS SCHOOL CLIMATE?

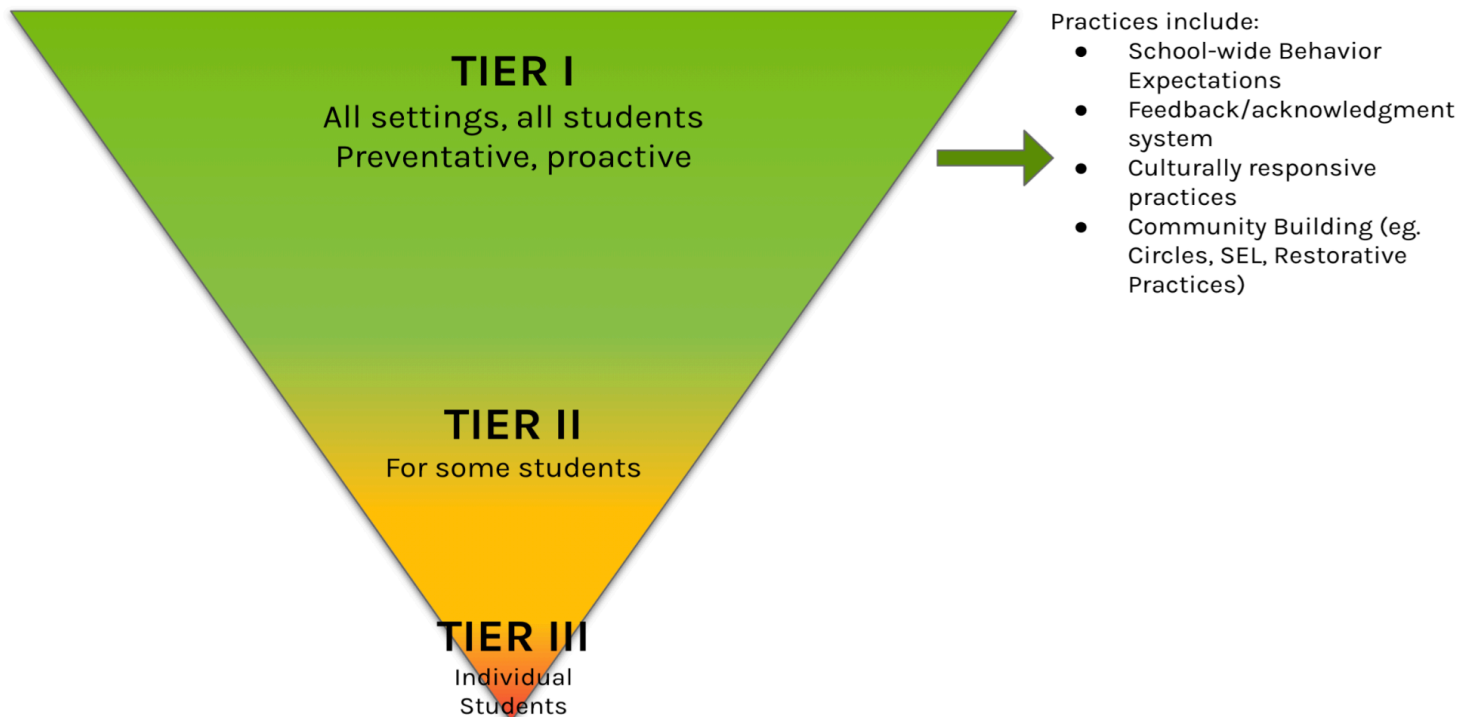
### MULTI-TIERED SYSTEMS OF SUPPORT

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. The diagram below outlines the tiered approach taken by all PPS schools in MTSS work. This [diagram outlines current supports at LHS](#).

## MTSS FOR STUDENT SUCCESS



**CULTURALLY RESPONSIVE POSITIVE BEHAVIOR INTERVENTIONS & SUPPORTS (CR-PBIS)** TO HELP STUDENTS TO DEVELOP POSITIVE BEHAVIORS. AT THE MOST BASIC LEVEL, **CR-PBIS** CAN BE DESCRIBED AS A THREE-PRONGED APPROACH:

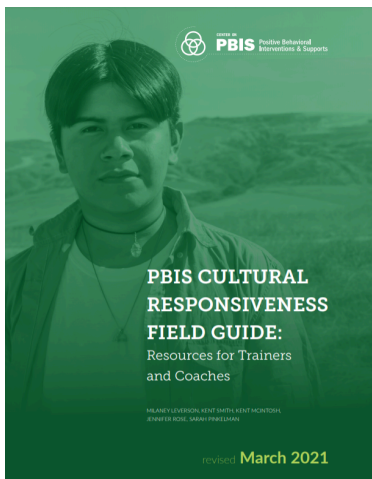
1. Explicitly **teach** co-constructed expectations of the school and classroom community,
2. Actively **acknowledge** kids when they are following the expectations,
3. Instructionally **redirect** behavior using restorative practices.

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

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

**The school climate team brings together all stakeholders to:**

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



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 clear definitions of student behaviors.

How do we make certain that PBIS is culturally responsive?

- We use the [Panorama Successful Schools](#) survey data, as well as student, staff and parent feedback via Site Council, 9th Grade Success Teams, Senior Exit Surveys, and direct feedback to Weekly Updates via email, 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 ensure 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.

Lincoln High 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](#))

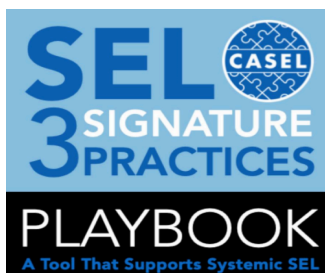
In PPS, we embrace Transformative SEL—which is a form of SEL implementation that concentrates SEL practice on transforming inequitable settings and systems, and promoting justice-oriented civic engagement.

“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)
<b>Climate/ILT Representative</b>	Kim Bliss Tara Harding	Minute Taker	
<b>Administrator</b>	Travis Johnson	Facilitator	Minute Taker
<b>Family Member</b>	Helen Yoon		
<b>Behavioral Expertise</b>	Teresa Hytowitz Danielle Holloway Alex Park	Data analyst	
<b>Coaching Expertise</b>	Emily Hensley		
<b>Knowledge of Academic/ Behavioral Patterns</b>	Gregg Sheldrake		
<b>Knowledge of School Operations/Programs</b>	Kim Bliss Emily Hensley Danielle Holloway		
<b>Student (for HS)</b>	TBD		

### Climate Team Meeting Schedule

#### Meeting Agenda:

- Review student data (academic, attendance, SEL, behavior)
- Identify areas of need based on data review and other qualitative evidence
- Develop, implement, and progress monitor tiered interventions
- Facilitate rotating focus groups with parents, teachers, and students to promote equity, bring additional perspectives, and provide accountability

#### Meeting minutes

Month	Date/Time	Room	Topic/Assessment
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<b>August</b>		Commons	MTSS School-Wide PL
<b>September</b>		240A	MTSS planning: <ul style="list-style-type: none"> <li>• SIT, ASERT, 9SST</li> <li>• Review of Tiered supports</li> </ul>
<b>September</b>		240A	Tier 1 supports (feedback)
<b>October</b>		240A	Tier 1 supports (feedback)
<b>October</b>		240A	Academic/Attendance/Discipline Data Review
<b>November</b>		240A	Academic/Attendance/Discipline Data Review
<b>December</b>		240A	(Deferred) Tiered Fidelity Inventory (TFI) Assessment
<b>December</b>		240A	(Deferred) Tiered Fidelity Inventory (TFI) Assessment
<b>January</b>		240A	Academic/Attendance/Discipline Data Review
<b>January</b>		240A	Academic/Attendance/Discipline Data Review
<b>February</b>		240A	Academic/Attendance/Discipline Data Review
<b>February</b>		240A	Academic/Attendance/Discipline Data Review
<b>March</b>		240A	Academic/Attendance/Discipline Data Review
<b>April</b>		240A	Academic/Attendance/Discipline Data Review
<b>April</b>		240A	Academic/Attendance/Discipline Data Review
<b>April</b>		240A	Academic/Attendance/Discipline Data Review
<b>May</b>		240A	Tiered Fidelity Inventory (TFI) Assessment, Action Plan & Review/Update Climate Handbook
<b>May</b>		240A	Planning Rollout 2025-2026

## TIER I IMPLEMENTATION

Programmatic Supports for all Students

### SCHOOLWIDE VALUES AND COMMON AREA EXPECTATIONS (1.3)

**Our School Values are: The aim of Lincoln High School is to develop internationally minded people who, recognizing the importance of their shared humanity and guardianship of the planet, work to create a better and more peaceful world. The following values reflect our commitment to foster IB Scholars who aspire to the [IB Learner Profile](#):**

1. **Inquirers:** We overcome challenges
2. **Principled :** We all belong
3. **Open Minded:** We make the right choices
4. **Knowledgeable:** We develop and use conceptual understanding.
5. **Caring:** We show empathy, compassion and respect.
6. **Reflective:** We thoughtfully consider the world and our own ideas and experience.

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. These posters reflect the IBO's mission of developing a student's learner profile and approaches to learning. 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 Lincoln High School ensure that our school values are inclusive and affirming.



These school values are important for the Lincoln High School school community, because these are the qualities that help students be successful in life. Our students need to understand and exercise these values on a regular basis to master the skills to be successful and prepared to be college and career ready.

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

**Common Area Expectations:** Students, staff and visitors will model and uphold GO CARDS Values with intention and inclusion.

Transitions & Hallways	
Students	Teachers & Staff
<ul style="list-style-type: none"> <li>• Knowledgeable of rules</li> <li>• Caring for others</li> </ul>	<ul style="list-style-type: none"> <li>• Hall passes during class in hallways</li> <li>• Refer to bell schedule to coordinate passing times in hallway</li> </ul>

Classroom / Other	
Students	Teachers & Staff
<ul style="list-style-type: none"> <li>• Open-minded for inquiry based learning</li> <li>• Knowledgeable and respectful of the teacher's classroom rules</li> </ul>	<ul style="list-style-type: none"> <li>• Aware of students' unique learning styles and differentiate appropriately</li> <li>• Adhere to student IEPs and 504s</li> <li>• Caring for the overall nurturing and well being of students</li> </ul>

Cafeteria	
Students	Teachers & Staff
<ul style="list-style-type: none"> <li>• Balance the time between eating, socializing, and school work</li> <li>• Clean up after yourself</li> <li>• Speak in an appropriate voice level</li> </ul>	<ul style="list-style-type: none"> <li>• Use time for a rest, allowing students time to socialize</li> <li>• Do not require students to do school work during this time</li> </ul>

### TEACHING EXPECTATIONS (1.4)

Lesson Plans/policies and schedule for teaching common area expectations in appendix. FLI Standards for all 9th grade students are linked [here](#).



### 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
<b>August 23- September 27, 2025:</b> Teams ensure that school staff understand that all students need explicit teaching about co-constructed expected behavior at school.*
<b>January 6-January 10, 2026:</b> Teams ensure that school staff understand that all students need explicit teaching about co-constructed expected behavior at school.*
<b>March 31-April 3, 2026:</b> Teams ensure that school staff understand that all students need explicit teaching about co-constructed expected behavior at school.*
<b>As indicated by Lincoln High School discipline data 2025-2026</b>

### Active Supervision

Classroom & Other Learning Spaces	Hallway & Common Areas	Surrounding Community	Athletic Events & Social Activities
<ul style="list-style-type: none"> <li>Teachers to take attendance every class period</li> <li>Students to use official hall pass</li> </ul>	<ul style="list-style-type: none"> <li>All exterior doors are locked by 8:35 am each day.</li> <li>Teachers with doors open, greeting students at the door</li> <li>Supervision throughout the day consists of a combination of the following: campus security and administrators in the hall, on the patio, checking restrooms, monitoring cafeteria</li> </ul>	<ul style="list-style-type: none"> <li>Campus security and administrators checking in at community location commonly frequented by Lincoln students</li> </ul>	<ul style="list-style-type: none"> <li>Athletic events and school sponsored dances are no outside food or drink, no backpacks.</li> <li>Supervision consists of a combination of the following: Campus security, athletic director, support team, administrators, other security, parent chaperones</li> </ul>



Active supervision is the alert, proactive ability of the staff member to circulate within a group of students while interacting in a positive and constructive way, scanning for potential problems, diffusing them before they arise, and motivating students to do their best and monitor their own behavior.

#### **ASSEMBLY PROTOCOLS**

- All students and staff are expected to attend all school assemblies
- Teachers are responsible for escorting their students to the gym for the assembly
- Administrators, support staff, and campus security will stand by the school exits to make sure students stay on campus and attend the assembly
- Students will sit by grade sections in the gym
- Teachers will sit among the students in the bleachers to support a positive and empowering experience for all students
- Backpacks are not allowed in the gym during assemblies

#### **Cell Phone and Personal Electronics Policy for the 2025-2026 School Year:**

Why have a policy? Cell phones are a distraction during class time and may hinder social development during non instructional time. Texting, playing games and using social media take away from student learning and socialization. Current research suggests that cell phones impair a student's ability to learn and stay on task, as well as contribute to bullying and harassment.

As students enter the school they must place their cell phone in the school provided Yondr Pouch for the entirety of the school day. Students will not be allowed to access their cell phone during class time, passing periods and during lunch time. [See our Yondr FAQ here.](#)

#### **Personal Electronic Devices:**

Students will not be allowed to use their personal electronic devices during class time. This includes personal computers, tablets, Bluetooth headphones, and smart watches that are not fitness focused (ex. Apple Watch, Samsung Galaxy Watch, Google Pixel Watch, etc...). All students have the opportunity to check out a district issued Chromebook, and are expected to use the laptop during class time. Teachers have the option to use Securly to monitor student Chromebook usage. Teachers are not able to track a student's usage if personal computers are used during class time. See PPS' [Personal Electronic Device District Policy here.](#)

#### **When a student does not follow the cell phone/personal electronic policy:**

**1st time** -The student will go to the main office and turn in their cell phone/personal electronic device to the office staff for the remainder of the day (placed in a lock box). The student may pick up the phone/personal electronic device at the end of the day. The student will return to class with a slip



from the office confirming they turned in their cell phone/personal electronic device. A Stage 1 referral will be entered in Synergy by office staff.

**2nd time-** The student will go to the main office and turn in their cell phone/personal electronic device to the office staff for the remainder of the day. The student will return to class with a slip from the office confirming the student turned in their cell phone/personal electronic device. The student will receive a Stage 2 referral. A parent/guardian must pick up the phone after school.

**3rd time-** The student will go to the main office and turn in their cell phone/personal electronic device to the office staff for the remainder of the day. A parent/guardian must pick up the phone/device after school. The student will be issued a lunch detention (or alternative plan) and a Stage 2 referral will be entered into Synergy. The student will return to class with a slip from the office confirming they turned in their cell phone/personal electronic device.

The school and/or classroom teacher may make adjustments to this policy for individual students depending on the circumstances. Teachers and administrators will evaluate these requests on a case by case basis.

#### **Acceptable personal technology devices:**

Wired headphones that can plug into a Chromebook (with teacher approval) and watches that are fitness focused (ex. Garmin, Coros, Fitbit and Suunto).

As with any new policy there may need to be changes as the school year progresses. School administrators will communicate any changes made to the school community.

#### **Exceptions: Categories of exceptions to this policy, shall include, but not be limited to:**

**I. Complying with a student's Individual Education Plan (IEP), 504 Plan, or other requirement to access the educational programming or communication at school.**

**II. Supporting specific academic activities as determined by a building administrator.**

#### **Summary of policy:**

I. Students must place their cell phone, smart watch (non fitness focused like Samsung Galaxy, Google Pixel, Apple Watch, etc...), Bluetooth headphones in the Yondr pouch when entering school.



II. Personal computers (Macbook air for example) and tablets are not allowed in class. Students are issued a Chromebook.

III. If a student chooses to not follow the policy their device will be held in the main office for the remainder of the day. Further consequences may follow depending on circumstances and number of times the student has not followed the policy.

IV. Students may use wired headphones with their Chromebook if the teacher allows it.

### 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

[Lincoln High School Discipline Flow Chart](#)

[Lincoln Student Behavior Expectations](#)

Defining & Classifying Behaviors		
Low Level Behaviors	Minor/Stage 1 Classroom Managed Behaviors	Major/Stage 2/3 Team Supported Behaviors
<b>Language</b> <ul style="list-style-type: none"> <li>Language “slips”</li> <li>Inappropriate non swearing language</li> <li>Student repeats language but doesn’t understand its meaning</li> </ul>	<b>Swearing/Vulgarity</b> (written/spoken) <i>Synergy: Mild Cursing</i> <ul style="list-style-type: none"> <li>Use of “lesser” swear words</li> <li>Use of obscene hand gestures</li> <li>Minor suggestive/sexual talk</li> </ul>	<b>Swearing/Vulgarity</b> (written/spoken) <i>Synergy: Indecent Gesture; Language, Abusive/ Profane</i> <ul style="list-style-type: none"> <li>Use of “greater” swear words directed at others</li> <li>Repeated or obscene/offensive hand gestures</li> <li>Repeated or explicit/offensive sexual talk</li> </ul>
<b>Vandalism/Theft/Misuse of Property</b> <ul style="list-style-type: none"> <li>Careless accident</li> <li>Climbing on bathroom stalls, throwing paper towels</li> <li>Teasingly taking others possessions</li> </ul>	<b>Vandalism/Theft/Misuse of Property</b> <i>Synergy: Damaging Property; Taking Others Property</i> <ul style="list-style-type: none"> <li>Thoughtlessly damaging property –can be easily fixed w/ little time or no cost</li> </ul>	<b>Vandalism/Theft/Misuse of Property</b> <i>Synergy: Technology, Use Violation; Theft-Minor or Major</i> <ul style="list-style-type: none"> <li>Taking others possessions to keep</li> <li>Purposefully damaging property- may be timely or costly to fix</li> </ul>
<b>Annoyances</b> <ul style="list-style-type: none"> <li>Lack of focus</li> <li>Noise making and/or talking</li> <li>Out of seat</li> <li>Cutting in line</li> </ul>	<b>Classroom Disruption</b> <i>Synergy: Talking too loudly, Excessive Talking, Bothering Pestering, Mild Defiance or Not Following Directions.</i> <ul style="list-style-type: none"> <li>Repeatedly off task, calling out that interrupts learning</li> <li>Repeatedly interrupting others while working</li> <li>Argumentative to peers and adults</li> </ul>	<b>Chronic/Serious Classroom Disruption</b> <i>Synergy: Disruptive Conduct</i> <ul style="list-style-type: none"> <li>Disruptions where area or room needs to be cleared</li> <li>Extreme and/or unsafe Behaviors</li> </ul>
<b>Reluctant Compliance</b> <ul style="list-style-type: none"> <li>Initially resisting or ignoring directions</li> </ul>	<b>Ignoring Instructions</b> <i>Synergy: Mild Defiance, Not Following Directions</i>	<b>Defiance</b> <i>Synergy: Insubordination/Defiance/Disobedience</i> <ul style="list-style-type: none"> <li>Insubordination</li> </ul>



	<ul style="list-style-type: none"> <li>Repeatedly and intentionally ignoring reasonable requests</li> </ul>	<ul style="list-style-type: none"> <li>Significant back talk</li> <li>Disrespectful, more aggressive body and/or verbal language</li> </ul>
<b>Teasing</b> <ul style="list-style-type: none"> <li>Altering names</li> <li>Annoying on purpose: bugging</li> <li>Doesn't care if it hurts others feelings</li> </ul>	<b>Pre-harassment</b> <i>Synergy: Teasing/Putdowns, Bothering/ Pestering</i> <ul style="list-style-type: none"> <li>"Put Downs" or "roasts"</li> <li>Threatening stares</li> <li>Mean-spirited teasing</li> <li>Personal verbal attacks</li> </ul>	<b>Harassment</b> <i>Synergy: Harassment/Bullying, Extortion, Language, Abusive/Profane</i> <ul style="list-style-type: none"> <li>Documented patterns of "put downs," "roasts," or personal attacks</li> <li>Threats/extortions</li> <li>Ethnic/racist, sexist, disability related, sexual orientation or religious based remarks</li> </ul>
<b>Hands/Feet/Objects to Self</b> <ul style="list-style-type: none"> <li>Poking or pushing</li> <li>Pinching, jostling</li> <li>Throwing class materials</li> <li>Retaliating as above</li> </ul>	<b>Roughness</b> <i>Synergy: Play Fighting</i> <ul style="list-style-type: none"> <li>Play wrestling, body holds, light kicking, light hitting, shoving</li> <li>Pre-fighting, aggressive posturing and/or pushing</li> <li>Throwing class materials with the intent to hit others</li> </ul>	<b>Fighting/Aggression</b> <i>Synergy: Threat Causing Fear of Harm, Physical Attack/Harm, Physical Contact-Inappropriate</i> <ul style="list-style-type: none"> <li>Hitting/kicking/punching/ pushing with the intent to seriously harm</li> <li>Encouraging another to fight</li> <li>Throwing class materials with the intent to harm others</li> </ul>

### Responding to Behaviors

	Low Level Behaviors	Minor/Stage 1 Classroom Managed Behaviors	Major/Stage 2/3 Team Supported Behaviors
Teacher & Admin Responsibilities	Behaviors are handled on the spot using simple redirections, intervention strategies and teachable moments (Repeated minor: teacher check-in with parent & team, Admin) <ul style="list-style-type: none"> <li>Students stay in class</li> <li>No documentation for behavior outside of class, lunch, or recess clipboard</li> <li>Document parent contact (paper or Synergy)</li> </ul>	PPS Stage 1 Synergy referral used, and if applicable <b>Partner Class Reset</b> . (Teacher makes contact with parent by phone, voice mail, email or in person, document parent contact, paper or Synergy) <ul style="list-style-type: none"> <li><b>Can include *chronic, repeated low level behaviors</b></li> <li>Enter incident in Synergy (refer to Administrator)</li> <li>No immediate involvement by Admin</li> </ul>	PPS Stage 2/3 referral used along with <b>Repair session</b> with admin. First parent contact is made by teacher or Admin (as discussed and/or appropriate). Teacher makes follow up contact with parent as necessary and documents it in Synergy. <ul style="list-style-type: none"> <li><b>Can include *chronic, documented Stage 1 misbehaviors</b></li> <li><b>"Think in 3's" data-lens: 3 low-levels may = 1 Stage 1, 3 Stage 1's may = 1 Stage 2/3, fresh start every 3 weeks.</b></li> <li>Student goes to office for extreme/unsafe behaviors.</li> </ul>
Supports & Interventions	<ul style="list-style-type: none"> <li>Compliments</li> <li>Reteach rule</li> <li>Gentle reprimand</li> <li>Keep in proximity</li> <li>Pre-correction</li> <li>Private redirection</li> <li>Sensitive use of humor</li> <li>Praise for taking responsibility</li> <li>Identify replacement behavior</li> <li>Modify/differentiate work</li> </ul>	<ul style="list-style-type: none"> <li>Classroom behavior contract (not SIT)</li> <li>Class circle/community meeting</li> </ul>	<ul style="list-style-type: none"> <li><b>SIT Process &amp; Tier II Interventions</b> <ul style="list-style-type: none"> <li>Daily Progress Report/Behavior Plan</li> <li>Counselor check-in/check-out</li> <li>Mentor at school/check and connect</li> <li>Breaks are Better</li> <li>Social Skills groups</li> </ul> </li> <li><b>Motivating Success Through Partnership</b> <ul style="list-style-type: none"> <li>Safety plan/Supervision Plan</li> </ul> </li> <li>Determined by Administrator according to Student Rights and Responsibilities Handbook</li> </ul>

<b>Restoration &amp; Accountability</b>	<ul style="list-style-type: none"> <li>• Restorative inquiry and dialogue</li> <li>• Change seating</li> <li>• Family contact</li> <li>• Time out (in-class)</li> <li>• Loss of privilege</li> <li>• Active but restricted recess/activities (ex: "walk the perimeter") to provide an opportunity for reflection</li> <li>• Informal behavior contract</li> </ul>	<ul style="list-style-type: none"> <li>• Repair Reflection</li> <li>• Restorative inquiry and conversation with student(s) involved followed by tangible repairing of harm</li> <li>• Time out/Partner Class Reset with (out of class- less than 15 minutes)</li> <li>• Parent contact and documentation</li> <li>• Structured or restricted recess</li> <li>• Loss of privilege/time out</li> <li>• MYP after-school Repair session</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Repair session with Admin</b> and Admin parent communication</li> <li>• Admin follow-up with staff</li> <li>• Class circle/community meeting</li> <li>• Restorative Community Service</li> <li>• Loss of privilege and/or activity</li> <li>• In-school Suspension</li> <li>• Consequence determined by the Administrator according to the Student Rights and Responsibilities Handbook.</li> </ul>
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## Lincoln High School Academic Integrity Policy

### What is Academic Integrity?

Academic integrity is a fundamental principle in education that is closely tied to the [IB Learner Profile](#) attribute of "principled." The academic program at Lincoln High School (LHS) places a strong emphasis on student inquiry, effective communication skills, and authentic student voice in all of their work. The International Baccalaureate requires academic integrity in all community members who are expected to act responsibly and produce original, authentic, and honest work.

### Why Does Academic Integrity Matter?

Academic integrity is important because it ensures that all community members are held to the highest ethical standards and promotes trust and credibility in their academic pursuits. It also helps maintain the validity and reliability of academic evaluations, by ensuring that the assessed work is original and completed honestly. This makes it possible for teachers to have a clear picture of what students know and are able to do so that they can meet them where they are and help them grow academically. Additionally, academic integrity helps students develop a sense of responsibility, honesty and respect for others, which will serve them well in their professional and personal lives. Overall, academic integrity promotes a culture of trust and respect within the educational community and helps students develop the skills and values necessary for success in their future endeavors.

### Who is Responsible for Academic Integrity?

We recognize that the responsibility of academic honesty falls on the entire learning community at LHS.

**Students** at LHS are responsible for the work they hand in, and they are expected to act in a principled, honest, responsible, and ethical way at all times. In terms of their academic work, this means that they are expected to:

- produce authentic and genuine work that reflects their personal level of achievement



- show balanced behavior in group work
- help peers (when permitted by teachers to do so) rather than doing work for them
- use only those resources teachers have allowed for completing or editing work (prohibited resources may include friends, relatives, other students, tutors, essay writing or copy-editing services, pre-written essay banks, file sharing websites, and AI-generated content unless the teacher has explicitly permitted them)
- follow the steps/process for completing work outlined by their teachers (and be able to show each step)
- demonstrate responsible use of information technology, AI resources, and social media
- cite the sources of information they used and help they received from third parties through correct MLA citing and attribution for all written and oral assessments
- show ethical and honest practice in examinations
- report any academic misconduct they are aware of to their teacher and/or Programme Coordinator
- seek the guidance of a trusted adult (teacher, counselor, administrator, IB coordinator...) when they have doubts concerning academic integrity

**Teachers, including the librarian,** at LHS are responsible for providing clear expectations for academic work, encouraging authentic work, and teaching how to document work transparently. Specifically, teachers will:

- provide students with clear instructions for completing assessments
- identify for students which resources are permitted for which tasks (ie. clarify when collaboration with peers is encouraged or not permitted, outline the situations and ways in which AI-generated content is allowed...)
- outline the steps/process students are expected to follow (and be able to show) for completing work (ie. outline - rough draft - final draft...)
- teach students how to properly attribute and cite (MLA) permitted resources and hold them accountable for doing so (this is done in every grade)
- monitor in-class assessments
- check student work for plagiarism (ie. Turnitin.com, AI detectors, google doc revision history...)
- advise students with patience and without judgment when they seek help for navigating issues of academic integrity
- support students and hold them accountable in cases of misconduct (see below for details)

**Administrators** promote academic integrity for the entire community by:

- following [PPS policy](#) in addressing breaches of the academic integrity policy



- establishing school-wide expectations informed by this policy
- Provide teachers with resources for managing academic integrity (ie. Turnitin.com, AI detection...)
- consulting with teachers in navigating issues of academic integrity in their classes
- directly supporting teachers and students with disciplinary action when merited (ie. instances of repeated or egregious misconduct (see misconduct section below for more details)
- advise students with patience and without judgment when they seek help for navigating issues of academic integrity

### **What is Academic Misconduct?**

Academic misconduct refers to any behavior that violates the principles of academic integrity, and includes any attempts to gain an unfair advantage before, during, or after an assessment. It includes, but is not limited to:

- cheating
- impersonating another student in an assessment
- copying or allowing other to copy
- plagiarizing (ie. submitting someone else's work as one's own and/or presenting ideas without proper attribution and citation or other forms of copyright infringement). [Examples of plagiarism can be found here.](#)
- fabricating data or research
- misrepresenting facts (ie. providing false or misleading information)
- self-plagiarizing (ie. submitting previously submitted work for credit without the instructor's permission)
- collusion which includes offering or receiving unauthorized help on an assignment or project without the teacher's permission, providing work for another student to submit as part of their own work, using a peers work as their own, co-writing or sharing background information without permission. This is in contrast with collaboration in which teachers give explicit permission for students to work together.
- using other resources not permitted by the teacher
- possessing unauthorized material during exams (ie. cell phones, notes, study guides, non-permitted dictionaries or calculators, smartwatches or smart glasses...)
- disruptive behavior during an examination (ie. failing to follow instructions, communicating when not permitted, attempting to remove examination materials, leaving the examination room without permission...)
- sharing examination content or unauthorized resources before, during, or after the examinations scheduled time
- facilitating academic dishonesty (ie. helping or encouraging someone else to commit academic misconduct)



This type of behavior is not tolerated and may result in disciplinary action from both the International Baccalaureate and our school.

### Investigating Suspected Misconduct

Teachers are expected to monitor student work in class and to check for authentic work on all assessments. If teachers suspect misconduct, they will

- use resources for checking for misconduct (ie. Turnitin, AI detecting software, version history)
- ask for the student to explain what happened from their perspective
- consult other students who might be involved
- require the student to share and provide evidence for the steps they took to complete the work in question

While teachers hope to give students the benefit of the doubt, students will be expected to provide evidence of their work according to the steps teachers identified for them. This could include handwritten notes, outlines, rough drafts, edit history for Google documents, resources used, and other evidence as determined by their teachers. If the provided evidence does not give reasonable evidence that the work is the authentic of the student, disciplinary action will be taken (see below for details).

In order to ensure the integrity of the International Baccalaureate (IB) assessment process, students completing work for IB assessments, both internal and external, must sign declarations attesting to the authenticity of their work. If **academic misconduct is suspected for IB assessments** (ie. MYP Personal Project, IAs and exams for DP classes...), the teacher will notify the respective Programme Coordinator with supporting documentation. The Programme Coordinator will conduct an investigation to determine whether misconduct has taken place, which will include looking at the evidence provided and interviewing the student, including allowing them to provide an explanation. If evidence of misconduct is confirmed, the Programme Coordinator will notify the student and parents in writing and inform them of the consequences. Both the student and their parents or guardians have the right to appeal the decision, which must be submitted within seven school days of the date of the letter from the Programme Coordinator. The Director for the IB Division will review the appeal and their decision will be final and communicated to the student and parents or guardians in writing. School consequences, outlined below, will also apply.

### Responding to Academic Misconduct

Trust between the teacher and student is a foundation of our educational program, and we view academic dishonesty as a serious breach to the fabric of our community. To this end, we take academic integrity seriously and strive to hold students accountable in accordance with both district and school policy, ideally, in a way that provides restorative opportunities.

It is possible that a first instance in a specific class may be a repeated instance when taking other classes into consideration. For this reason, it is important for teachers to document any academic integrity violations in Synergy as either stage 1 or stage 2/3 referrals. By



doing so, administrators can access past records to help teachers determine if any instance is a first or repeated violation.

- **First instances** are best addressed by the teacher and the student. Through conversation, ideally restorative, the teacher will work with the student to make sure they understand their misconduct and how to avoid it in the future and to hold the student accountable.
  - The student will be expected to resubmit the assignment appropriately or to complete an alternative task as determined by the teacher.
  - The teacher will document the incident as a stage 1 violation in Synergy for reference in case of repeat incidents in this or other classes.
  - The teacher will contact parents/guardians about the incident and follow up steps.

In some cases, a first instance may be egregious with a significant impact on the community

(ie. theft of test materials or wide scale distribution of unauthorized resources) and will,

therefore, merit more significant consequences to be determined by an administrator according to PPS policy.

- **Second instances** - Ideally, students learn after a first instance and a repeated instance is an indication that more significant interventions are needed. For these situations, a student will:
  - receive a stage 2/3 referral to a school administrator
  - complete the assessment appropriately or an alternative assessment as determined by the teacher
  - potentially earn a failing grade on the assignment even after completion
  - potentially participate in a (restorative) conference with parents/guardians, counselor, and teachers
  - comply with other disciplinary measures as determined in the restorative conference or by the administrator
- **Third instances** reveal significant challenges for a student in meeting the expectations of our community. The disciplinary measures for second instances will apply to students involved in three or more instances, and they may also be suspended or removed from the class.

### Process for Review

This policy is reviewed annually. The last review was 12/19/23.

### Bibliography

Academic Integrity. International Baccalaureate Organization, 2019.

Effective Citing and Referencing. International Baccalaureate Organization, 2014.



**ACADEMIC INTEGRITY CONTRACT**

Academic integrity is an important element of learning in a classroom. The primary reason academic dishonesty is unacceptable in a school situation is that the teacher is deprived of information needed to help the student learn. It is also unacceptable in the larger view as it is dishonest and subtracts from the personal integrity of any students involved. If a student is ever concerned about an action they are considering taking in relation to an assignment, it is best to ask the teacher for guidance before carrying out the action.

Please read and sign the contract below.

1. I will do my own work, whether it is class work, homework, a project, an essay, or a test. I will not copy others' work, in whole or in part, and claim it as my own. I will not use unauthorized resources such as an adult, another student, essay writing services, computer program, or internet site when I am expected to complete my own original work.
2. I will follow directions and complete assessments as directed by my teachers, including following the steps and processes outlined by them in a way that I can demonstrate.
3. I will not share my work with another student digitally or otherwise. However, coaching may be given from one student to another as long as the coach does not tell the person what to do, but rather gives thoughtful reflections on work already prepared by the one being coached. This is best done orally.
4. During a test, I will not talk, share answers, look at the work of others, or copy answers. I will not use outside information on the test, such as notes or a textbook, without the express permission of the teacher.
5. I will not discuss test questions and answers with students who have not taken the test.
6. I will not turn in a paper or project for more than one class or assignment.
7. I will not plagiarize. Plagiarism is using words or ideas of authors in my work without giving those authors credit. This includes just changing a few words. Paraphrased text must include MLA citations. Text copied word for word must be in quotes and include an MLA citation.
8. I will not fabricate data. This includes falsifying or manipulating data to achieve a desired experimental result and/or reporting data for an experiment that was not conducted without giving credit to the author.

**I understand that academic dishonesty, in whatever form, is unacceptable and that, at the teacher's discretion, I will have to resubmit the assignment or an alternative task. I may receive a failing for that assignment. Additionally, my parents may be informed, and I may be subject to further consequences per Lincoln High School policy.**

I have read the Academic Integrity Contract, and I agree to abide by the rules stated above. I understand that any violation of these rules will result in grade penalties and other consequences.

Student Name (Print): \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_

**I have read the Academic Integrity Contract and I will support academic honesty in our partnership. My child's learning is more important than their grade.**



Parent/Guardian Name (Print): \_\_\_\_\_ Date: \_\_\_\_\_

Signature \_\_\_\_\_

### **Adapted from:**

Solarz, M. "Academic Honesty Contract." Web 8 Feb 2011

<[http://torahdiva.org/handouts/ACADEMIC\\_HONESTY\\_CONTRACT.pdf](http://torahdiva.org/handouts/ACADEMIC_HONESTY_CONTRACT.pdf)>

Dumas, Michelle. "Understanding concerning integrity in IB Biology coursework." Personal interview 9 Feb 2011

"Idaho Digital Learning Academic Honesty Contract." Web 31 Aug 2020 <<https://www.idahodigitallearning.org>>

## **DISCIPLINE POLICIES (1.6)**

[Student Rights, Responsibilities, and Discipline Policy](#)

[Reset/Think sheet process and samples](#)

## **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	Facilitator
<b>August</b>	School climate orientation and School Climate feedback New cell phone policy Updating student expectations matrix	Steve Pape Emily Hensley Tara Harding
<b>September</b>	Title IX/Erin's Law/Inclusive School Community	ILT
<b>October</b>	Tier 1 Attendance Supports	ILT
<b>November</b>	StAR Conferences	N/A
<b>December</b>	Self-Management/Flex/Individualist and Collectivist Culture	Peyton Chapman Steve Pape Travis Johnson Maude Lamont
<b>January</b>	StAR Conferences	ILT
<b>February</b>	Title IX/Erin's Law/Inclusive School Community	Steve Pape Emily Hensley
<b>March</b>	Co-Regulation	Steve Pape Emily Hensley
<b>April</b>	StAR Conferences	ILT
<b>May</b>	Tier 1 Academics	Steve Pape Emily Hensley Tara Harding
<b>June</b>	N/A	N/A

## **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.

[Lincoln High School's Effective Classroom Practices Plans](#)

[Lincoln High School's Guest Teacher Support System](#)

Click here for Effective Classroom Practices Plan & Guest Teacher Support System Resources

### **FEEDBACK AND ACKNOWLEDGEMENT SYSTEMS (1.9)**

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

Description of our school-wide acknowledgement system:

- IB Learner Profile Heros (one per grade plus one adult) celebrated monthly
- Acknowledgement of student success at all school assemblies
- End of year Art and Course Content Exhibitions/Shows
- Athletic "Signing Days", "National Decision Day" Celebration, & "Senior Awards"
- Daily Social Media posts regarding student successes and celebrations
- Hand made signs by student leaders
- VOIP messages and announcements celebrating student activities

### **Acknowledgement Matrix**

Type	What	When/Where	Who Gives Them?
<b>Immediate/ High frequency</b>	<b>Students:</b> Weekly student shout outs in Weekly Newsletter to community <b>Adults:</b> Weekly thank you's to adult coaches/advisors	E-mail, Trivory, Instagram, VOIP announcements	Admin, teachers, coaches who manage email lists and social media pages for teams, clubs and all school.
<b>Redemption of immediate/ High Frequency</b>	<b>Students by Name:</b> See Weekly Newsletters for individual kudos <b>Adults:</b> See kudos by name in Weekly Newsletters	E-mail, Trivory, Instagram, VOIP Announcements	Staff
<b>Long term Schoolwide Celebrations</b>	<b>Class Elections &amp; Assemblies</b> All School Assemblies Multi-Cultural Assembly	Assemblies in the Gym, Meetings and Presentations in the auditorium, Week of	Activities & Athletic Directors, Admin, Faculty & Staff



	Scholar Athlete Signing Days Lunar New Year Festival Arabic Cultural Night Rose Festival May Fete Senior Awards	Action, Art Shows, "Senior Nights", etc.	
	IB MYP/DP programs & RESJ focused class projects such as IB Art Show, MYP Immigrant Story Project, Queer Studies Foyer Project, Week of Action, etc.	MYP/IB Exhibitions of student learning	Students participate through course enrollment and project displays/exhibitions

### Sample Feedback & Acknowledgement Systems

## **FACULTY INVOLVEMENT (1.10)**

**Continued  
Excellence  
Programs**

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

Date	Data Shared	Staff Input Topic
<b>August</b>	August 23, 2024	SCIP goals, data re: engagement and belonging
<b>October</b>	TBD	Quarterly belonging and engagement data with focus groups feedback, 9th Grade and 10th Grade
<b>January</b>	January 6-January 10	Sem 1 data, NG's/F's Quarterly belonging and engagement data with focus groups feedback
<b>April</b>	March 31-April 3	Quarterly and progress reports, grad data, Cred Rec Quarterly belonging and engagement data with focus groups feedback
<b>May</b>	School Climate Survey	School Climate systems updates and proactive planning for 2025-2026

## **PLAN FOR FAMILY, STUDENT AND COMMUNITY INVOLVEMENT (1.11)**

### **Schedule for family involvement activities**

Site Council Meetings - First Monday of every month. Site Council minutes can be found [here](#).

Date	Topic & Group	Activities	Organizer
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<b>September</b>	Coffee w/ Principal	Q & A surrounding the start of the year and new building	Admin
	Club Fair	Students gather info about various clubs and activities	Leadership
	Culturally specific community event	Targeted family night (ie. Latine community) to welcome students and families and to share supports and systems	Engagement Coach
	<a href="#">AVID</a> Info Night	Welcoming nights for AVID community and prospective families and students.	AVID coordinator & teachers
<b>October</b>	MYP/IB Info Night	The benefits of IB and MYP in a school where all students are IB Scholars and where all teachers are IB teachers	ILT
	Supporting male students' mental health	Panel discussion of warning signs / resources for parents and families	HAN
<b>November</b>	Parent Conferences	Office hours for parents to drop in and connect with Admin, along with scheduled sessions for parents to connect with teachers	Admin
<b>December</b>	<a href="#">8th Grade Open House</a>	Open House for incoming 9th grade parents and community. Including AVID/IB parent info nights.	School admin, PLC leaders, IB and AVID Coordinators
<b>January</b>	Admin student Town Hall	Students had the opportunity to share thoughts and ask questions to a panel of admin on a variety of topics.	Students / Activities Director
	Drug and Alcohol Use / Abuse	Panel discussion of warning signs / resources for parents and families	HAN
	Forecast Fair	Flex with teachers presenting and sharing information about electives in gym	Teachers
<b>February</b>	Club Fair	A number of clubs ran booths during Flex to advertise to student to wide variety of clubs offered	Students / Activities Director
	Week of Action	Affinity group-led teach-in sessions.	Critical Race Teacher and Affinity Leaders
	Wellness Fair	Over 30 sessions on health and wellness for students to attend presented by various community partners, teachers, and other community members	Students / Activities Director

June	AVID Graduation	Celebrate student accomplishments and next steps	AVID coordinator & teachers
	Graduation	Celebrate student accomplishments and next steps	Admin

## Lincoln High School Plan for Student Involvement

### LHS New Student/Family Plan

[Welcome Guide for New Students and Families](#)

## 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

### Quarterly Belonging and Engagement Data Combined with Student, Family, Staff Focus Groups

- Completed in October, January, and March
- Followed up with invitations to stakeholders to meet with Climate Team to unpack survey responses

### 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):

[2023-2024](#)



## Appendix

**School: Lincoln High School School Climate (CR-TFI) Action Plan**

**Date:**

[TFI Action Plan, 2023-2024](#)

[TFI Action Plan Template](#)

[Lincoln Student Behavior Expectations](#)

