



Lent Pre-K to 5 Elementary School

Climate Plan

2026-2027

Mission

The goals of the Dual Language Program in Portland Public Schools and LENT E.S. are to ensure bilingualism and biliteracy, grade-level academic achievement, and social-cultural competency for every student we serve, particularly for our students of color and emergent bilingual students.

At Lent, we believe that early childhood and elementary learning experiences are foundational for all other learning experiences and outcomes in our PK-12 school system. Creating opportunities for all students to engage joyfully and find their area of personal excellence through a deep sense of community and belonging, as well as access to high-quality, culturally-empowering, and joyful grade-level learning opportunities. Elementary learning experiences across all content areas support the development of foundational skills, critical thinking and speaking skills, and problem-solving, or practical applications. Elementary learning occurs in community—thus, social-emotional learning and academic learning are integrated throughout the day across all content areas.

Vision

By cultivating a deep sense of community for all students, staff, family, and community partners, we will provide a space where all feel they belong, growing together academically, as multilinguals, and with a clear awareness of cultural variety.

Motto: Excellence & Joy

Core Values

Safe, Kind, & Responsible

WHAT IS SCHOOL CLIMATE?

SCHOOL CLIMATE OVERVIEW

School Climate encompasses culturally relevant Positive Behavioral Interventions and Supports (PBIS), restorative practices, and schoolwide transformative social-emotional learning opportunities for all students. Racial equity and social justice are woven into all aspects of school climate to ensure that all students experience a sense of belonging and have a positive school experience.

MULTI-TIERED SYSTEM OF SUPPORT

School climate is an essential component of the Multi-Tiered System of Support (MTSS) framework. MTSS is a proactive, data-driven practice used at Portland Public Schools to support all students. It 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. These tiered academic and behavioral interventions help eliminate barriers to learning and enable every student to reach their full potential successfully.

SCHOOLWIDE VALUES AND COMMON AREA EXPECTATIONS

Our School's Core Values are

1. Be Safe 2. Be Kind 3. Be Responsible

These values are posted throughout the school to make them visible to students, staff, and caregivers. The intention is to share a consistent message about what we value as a school community and what this looks like in common areas and classrooms across the school. It is a goal for us to seek community input on these values as we move forward.

Our core values are woven into our Social Emotional Learning curriculum as well as regular teaching practices in every lesson and in every class period throughout the grade levels. Staff name the values consistently, strategically teach and review them throughout the school year, and positively reinforce them when interacting with students.

Common Area Expectations

TEACHING COMMON AREA EXPECTATIONS

All students are taught the common area expectations at least three times a year- at the beginning of the year and after long breaks.

☐ *Spanish Lent Common Area Expectations 2026-2027

☐ *Lent Common Area Expectations 2026-27

SCHOOLWIDE (TIER 1) CLIMATE PRACTICES

Each Lent student deserves to come to school and feel seen, safe, and valued. To make this happen, adults across the school intentionally support all students by implementing the following:



- A warm greeting by name each morning or period
- Classroom Community Agreements
- Clear classroom expectations taught, practiced, and acknowledged
- Common Area Expectations lessons three times per year
- [Common School-Wide Hand Signals](#)
- Paw Prints to acknowledge expected behavior with 5:1 ratio
- Caring School Community Morning Circle and Weekly Class Meetings/Community Chats
- School counselor classroom lessons
- Social Emotional Learning practices in core content areas:
 - Inclusive Welcome
 - Engaging Strategies
 - Optimistic Closure
- SEL curriculum implementation: Caring School Communities
- Peace/Re-set corners in each classroom
- Flexible classroom seating
- [Restorative Think Sheets](#)
- Positive communication with caregivers

STUDENT INTERVENTION TEAM: ADDITIONAL BEHAVIOR & ACADEMIC SUPPORTS (TIER II AND TIER III)

When Tier 1 classroom and schoolwide supports are not enough to ensure student success, students may be brought to the school Student Intervention Team (SIT) to develop and implement Tier II and III interventions.

The Student Intervention Team (SIT) is a collaborative, general education solution-generating team made up of a variety of school perspectives. The purpose of the SIT is to

- support teachers in reflecting on and enhancing their Tier I practices and
- implement targeted Tier II and III behavior and Tier III academic interventions when needed.

Utilizing an equity lens, the team considers the whole student when making decisions that affect their long-term educational experience and sense of belonging in PPS. SIT works to provide every student and adult what they need to thrive in the general education setting. **Caregivers are notified about student strengths and challenges, as well as planned interventions, at all points in the process.**

Example Tier II Behavior Interventions	
Function: Access/Obtain Check In/Check Out Meaningful Work Social/Emotional Skills Group Check and Connect	Function: Escape/Avoid Breaks are Better Check and Connect Social/Emotional Skills Group



Example Tier III Behavior Practices & Intervention	
PRACTICES (non-exhaustive)	INTERVENTION (exhaustive)
Safety Plan Supervision Plan Planning for Managing Escalating Behaviors (with FBA/BSP)	Individualized interventions outlined in the FBA/BSP

PERSONAL ELECTRONIC DEVICES:

In alignment with the new PPS board policy, students must keep personal electronic devices off and away throughout the school day. This includes cell phones, tablets, smart watches, and similar devices. This is reflected in our school's behavior matrix and discipline flowchart, linked below. See district cell phone policies [PDF Final Student_Rights_Responsibilities_2026-27.pdf.pdf](#) (pg 4).

BEHAVIOR DEFINITIONS AND DISCIPLINE PRACTICES

Lent Elementary has created and aligned around behavior definitions and discipline practices to describe how staff will consistently respond to unexpected behaviors.

- [Lent Behavior Matrix](#)

If a student is escalated such that the flowchart below does not meet their needs, they may utilize the school's sensory space. Sensory spaces are predesignated non-punitive spaces in the school, not the classroom, for students to de-escalate with adult support.

Purpose of All Student Behavior Responses: De-escalate, Resolve, Restore, Re-teach, Return to Learning

EFFECTIVE CLASSROOM PRACTICES PLANS

Every teacher will have an Effective Classroom Practices Plan ([ECCP Plan](#)). These plans cover the essential features of effective classroom practices: Structure, teaching expectations, acknowledging positive behaviors, and supporting regulation & restorative practices.

Co-creating classroom practices reduces variability between classrooms and makes it more consistent for students. Teachers are given time to create aligned plans prior to the start of school and plans are shared with administration no later than the day before back-to-school night.

Sample Effective Classroom Practices Plans are linked on the template.



FEEDBACK AND ACKNOWLEDGEMENT SYSTEMS

Research shows that when staff observe and acknowledge students exhibiting expected behaviors, those behaviors will increase and unexpected behaviors will decrease. Specific praise is important in increasing the recurrence of expected behaviors. When observing expected behaviors in the common areas/ classrooms/ buses, all staff acknowledge students exhibiting our core values verbally, with specific praise, and by awarding Paw Prints.

Description of our school-wide acknowledgement system:

- Paw Prints

Students and classrooms earn Paw Prints for demonstrating school-wide behavior expectations. Paw Prints can be given individually or to a whole class, celebrating positive choices and teamwork. Classrooms can earn a popcorn party on Fridays based on getting classroom Paw Prints.

- Classroom Paw Print Store

Each classroom has a Paw Print store where students can use their Paw Prints to “purchase” rewards. The store helps reinforce positive behavior and encourages responsibility in managing their Paw Prints.

Family/Caregiver Involvement & Feedback Opportunities

AUGUST ● Connect to Kinder ● Community Care Day	SEPTEMBER ● Back to School Night ● Climate Team Meetings ● Site Council Meeting	OCTOBER ● Fall Ball/ Dia de Muertos ● Climate Team Meetings ● Site Council Meeting
NOVEMBER ● Conferences ● Family Movie Night ● Community Meeting ● Climate Team Meetings ● Site Council Meeting	DECEMBER ● Site Council Meeting ● Climate Team Meeting ● SUN Winter Crafting Night	JANUARY ● Climate Team Meetings ● Site Council Meeting ● Health and Attendance Family Event
FEBRUARY ● Black Excellence Celebration ● Connect to Kinder ● Family Dance Evening Event ● Community Meeting ● Site Council Meeting ● Climate Team Meetings ● Staffing Survey	MARCH ● Climate Team Meetings ● Site Council Meeting ● Games Night	APRIL ● Connect to Kinder ● Dia del Nino ● Site Council Meeting ● Climate Team Meetings
MAY	JUNE	



• Noche Latina • Climate Team Meetings • Site Council Meeting	• Site Council Meeting • Climate Team Meetings • Promotions!!	
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DATA THAT INFORMS OUR CLIMATE PLAN

Culturally Responsive Tiered Fidelity Inventory (CR-TFI) & Fidelity Implementation Tool (FIT)

This School Climate Plan is under continuous review using both the CR-TFI and domains in the FIT Assessment that pertain to strong and positive school culture and inclusive behavior/social emotional instruction. These tools guide the action planning for the implementation of a positive school climate and connect directly with this School Climate Plan and the School Continuous Improvement Plan.

Current Improvement Plans

-  CR-TFI Action Plan - Lent Spring 2025
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Successful Schools Survey (SSS)

- Completed once a year in November by all students (grades 3-12), staff, and caregivers.
- Reviewed by the School Climate Team and shared with staff, students and caregivers. Used to monitor and adjust climate initiatives.

Recent SSS data

- [MTSS depart SSS Data Deck for Lent 2024-2025](#)

