
Lewis Elementary School Climate Handbook

Meriwether Lewis
Elementary School



Be Safe

Be Respectful

Be Responsible

Be Kind

2025 - 2026

"At Lewis, we nurture
personal growth within
a supportive community.
We encourage curiosity,
seek innovation,
and embrace inclusion."



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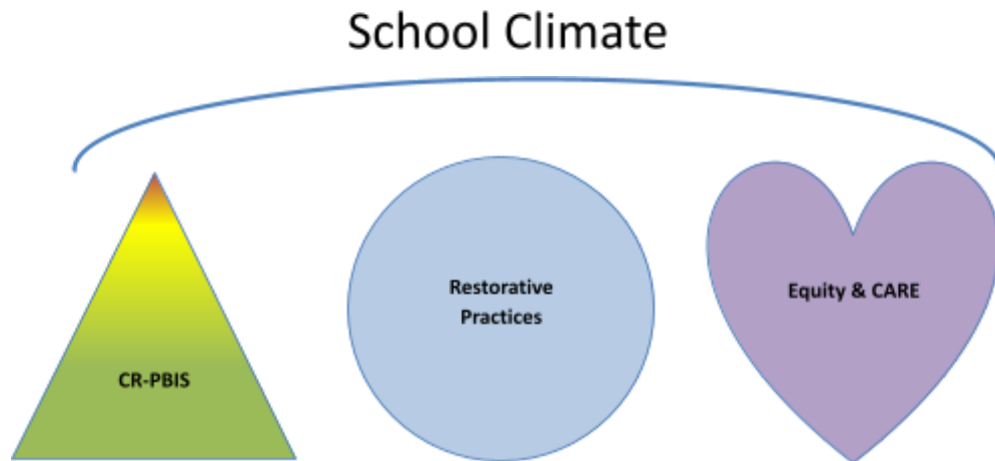
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WHAT IS SCHOOL CLIMATE?

SCHOOL CLIMATE OVERVIEW

School Climate encompasses CR-PBIS (Culturally-Responsive Positive Behavioral Interventions & Supports), Restorative Practices with the lens of racial Equity and practices of CARE (Collaborative Action Research for Equity) explicitly called out and woven in.



CR-PBIS

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

1. Explicitly **teach** what is expected
2. Actively **acknowledge** kids when they are following the expectations
3. Instructionally **correct** kids when they are not following the expectations

Research shows that when school staff acknowledge positive behaviors at least three times more often than correcting behavioral mistakes, misbehaviors decrease significantly.

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

More specifically:

- Accesses all stakeholders to develop and promote school values
- Develops common area expectations for all parts of the building
- Designs lesson plans and schedules to teach common area expectations throughout the year.
- Creates and maintains systems to acknowledge students who are following the school values and expectations. This may be acknowledgement tickets, regular assemblies, or awards for individuals, classes, grade levels, etc.
- Develops school wide policies that are proactive, preventative and restorative.
- Utilizes staff input to build corrective discipline systems (i.e. a flowchart) and calibrate clear definitions of student behaviors.

How do we make certain that PBIS is culturally responsive?

- We systematically assess and review student and family voices and adjust our practices to reflect the needs of our community (See *Tier I Evaluation*)

RESTORATIVE PRACTICES

Restorative Practices, also referred to as Restorative Justice, is a range of community building, peacemaking practices adapted to the school setting. The intention is to build trusting relationships and offer restorative alternatives to punitive discipline.

Restorative Inquiry is an essential restorative practice. A series of guiding questions are asked:

- What happened?
- Who was affected/impacted?
- What can be done to make and keep things right?
- How can others support you?

EQUITY

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

Our equity work is intentionally focused on increasing classroom engagement for every learning style and our capacity for being culturally competent in our instructional practices and inclusive of our diverse learning styles.



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)
Facilitator Folder Manager	Jessy Gretzinger	(Facilitator and note taker roles rotate)	TBD
Administrator	Deanne Froehlich	TBD	TBD
Family Member	Rachel Martin Natalie Speer Becky Alvstad	TBD	TBD
Behavioral Expertise	Jessy Gretzinger	TBD	TBD
Coaching Expertise	Ala Fagan	TBD	TBD
Knowledge of Academic/Behavioral Patterns	Deanne Froehlich Jessy Gretzinger Ala Fagan	TBD	TBD
Knowledge of School Operations/Programs	Deanne Froehlich Sarah Kohn Daniel Murphy Cairns JJ Aalto Ala Fagan	TBD	TBD



Climate Team Meeting Schedule

Month	Date/Time	Room	Topic/Assessment
August			
September	Committee meets monthly ↓	Library	Last year's Discipline Data Review; Review of Spring CR-TFI Action Plan
October		TBD	Fall Data Review--plan for Staff PD
November			Data Review and Action Cycle
December			Data Review and Action Cycle
January			Data Review and Action Cycle
February			Data Review and Action Cycle
March			Data Review and Action Cycle
April		Topic will change as needed	Data Review and Action Cycle
May and June			Tiered Fidelity Inventory (TFI) Assessment & Action planning for next school year

Meeting Agenda:

- All Climate Team meetings are conducted using a standard format.
- Monthly Discipline Data
- CR-PBIS School-wide Systems (assessing the effectiveness of our Equity Practices on school climate)
- Integration of Restorative Practices

Agenda scheduled for each of our school climate meetings will be driven by the Tiered Fidelity (TFI) Action Plan.



TIER I IMPLEMENTATION

Programmatic Supports for all Students

SCHOOLWIDE VALUES AND COMMON AREA EXPECTATIONS (1.3)

Our School Values are:

- 1. Be Responsible**
- 2. Be Respectful**
- 3. Be Safe**
- 4. Be Kind**

Posters have been made and distributed throughout the building in order to make them visible to students, staff and families. The intention is to send a consistent message about what our school community values and how it looks in different common areas. This will help Lewis School ensure that our school values are inclusive and affirming. These values were developed with student, and staff input.

- 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.

[Click Here for Common Area Expectations](#)

Refer to our flip chart book.

[Lewis Expectations Flipbook](#)



TEACHING EXPECTATIONS (1.4)

Click Here for [Start of Year and Post-Break Common Area Teaching Calendar](#)

Yearly Schedule for Teaching Common Area Expectations

Date
September: Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide.
January: Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide.
April: Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide.
As indicated by Lewis discipline data

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, scanning for potential problems, diffusing them before they arise, and motivating students to do their best and monitor their own behavior.

The Six Features of Active Supervision		
	Feature	Components
1	Movement	<ul style="list-style-type: none"> • Constant • High rate • Randomized • Targets known problem areas
2	Scanning	<ul style="list-style-type: none"> • Constant • Targets both appropriate and inappropriate behaviors • Targets known problem areas • Uses both visual and aural cues • Increases opportunities for positive contact
3	Positive Contact	<ul style="list-style-type: none"> • Friendly, helpful, open demeanor • Proactive, non-contingent • High rate of delivery
4	Positive Reinforcement	<ul style="list-style-type: none"> • Contingent on behavior • Consistent (with behavior and across staff) • High rate of delivery (3:1 to correction)



5	Instructional Responses (Low level responses)	<ul style="list-style-type: none"> • Immediate • Contingent on behavior • Non-argumentative, non-critical • Specific to behavior • Systematic: correction, model, lead, test, and retest • Consistent (with behavior and across staff)
6	Consequences when instructional responses are not working	<ul style="list-style-type: none"> • Neutral demeanor • Non-argumentative, non-critical • Consistent response across staff • Equitable, non-arbitrary

DISCIPLINE POLICIES (1.6)

Lewis staff will emphasize proactive, instructive, and restorative approaches to student behavior that are implemented consistently and reflect the community values and practices. All staff and students will receive training in the agreed upon School Wide Expectations at the start of the year and regularly throughout the year. Appropriate and expected behaviors will be recognized and acknowledged throughout the school year. In an instance when a student exhibits behavior that does not align with the school expectations or values, staff will provide opportunities for instruction, reteaching, and restorative practices. In the event that a student does receive a referral, a Building Administrator and/or Counselor will utilize proactive, instructive, and restorative practices to provide support for the student, parents/guardians, teacher, and others impacted by the behavior/incident.

RESPONDING TO UNEXPECTED BEHAVIORS

Our school-based plan for responding to unexpected behaviors is based on the PPS [Lewis Behavior Flow Chart](#). Greater detail about the range of interventions we use to respond to different levels of infractions can be found on the [Lewis Behavior-Intervention Matrix](#).

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. Our staff will meet monthly to learn about these topics. Our School Climate Team will help guide this Professional Development, using our school-wide discipline data as an anchor.



CLASSROOM PROCEDURES (1.8)

As per PAT contract every teacher will have a classroom management plan. Classroom management plans will be due to administration the day before back to school night.

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

LEWIS/PPS CELLPHONE POLICY

Over the summer, PPS adopted a Personal Electronic Device Policy. All buildings now have an "off and away" policy. This policy applies to **cell phones as well as smart watches** and anything that is "capable of electronically communicating, sending, receiving, storing, recording, reproducing and/or displaying information, depictions, and/or data." For more information, please see the new PPS [Cell phone Policy](#) and [SRR Handbook](#).

Students are encouraged to leave cell phones at home. If students choose to bring cell phones to school, they are to stay "Off and Away" in backpacks during school hours. Being present at school is essential and allows students to fully engage with learning.

The school Cell Phone Policy includes:

1st Occurrence - Students will be given a warning

2nd Occurrence-Cell phone will be collected and given to the office and returned at the end of the school day to a parent only.

3rd Occurrence-Cell phone will be collected and we will develop an individualized plan.

FEEDBACK AND ACKNOWLEDGEMENT SYSTEMS (1.9)

Research shows that when staff "catches" students exhibiting appropriate behaviors, those behaviors will increase and misbehaviors will decrease. Specific praise is extremely important in increasing the recurrence of appropriate behaviors.

Description of our school-wide acknowledgement system:

- Verbal recognition and presentation of a compass card for positive behaviors are given throughout the school day within our common spaces and classrooms.
- Monthly Community Celebrations will be held at the end of each month to recognize students who have exemplified the core values woven into our Lewis School Mission Statement.
- Students and classes are acknowledged weekly in our student-led morning announcements.
- Students in Tier 2 or Tier 3 may have a system set up for individualized positive behavior support plans.



FACULTY INVOLVEMENT (1.10)

Behavior & response data will be shared monthly with members of our School Climate Team and at least quarterly with our whole staff. Data-driven discussions will guide us through an ongoing inquiry and action cycle around our school climate practices.

PLAN FOR FAMILY, STUDENT AND COMMUNITY INVOLVEMENT (1.11)

Schedule for family involvement activities

Date	Topic & Group	Activities	Organizer
Summer	New Family and Kindergarten Social	Kindergarten families meet other families and teachers	PTA & Teachers
End of Summer	Family Involvement	Dessert with the Principal	Principal
Monthly	PTA meeting	Principal will attend monthly PTA meetings and will lead monthly mini-workshops for families on issues related to both academics and school climate	PTA
September	Back to School Night	Families visit classrooms, teachers share common expectations	Principal & teachers
September	All Families	"State of School" shared with community	Principal
September-June	Walk & Bike Month Monthly Celebrations	Monthly walk & bike celebration before school. Walk & Bike Challenge in May - data collected	Walk and Bike coordinator
October	All Families	Trunk or Treat	PTA
October - November	Successful Schools Survey	Brainstorm ways to increase family responses so all stakeholders have a voice	Principal & ILT
November	Parent-teacher conferences	Teachers share successes and struggles with families, opportunity for families to share their hopes and dreams for their child, school climate survey sent home with families Open up computers for families who are waiting to fill out Successful Schools Survey	Teachers
December	Holiday Bazaar/winter event	Members of Lewis community and greater Portland community set up booths to sell goods. Holiday greenery and food is sold by the PTA as a fundraiser.	PTA & Garden Coordinator
February	Lewis Friendship Dance		PTA



March-April	Art Night	Student-created art is hung and placed around the school. Student docents present work to members of the community. Musical performances by all bands.	Art Team & teachers
April-May	Kindergarten Connect	Connect to Kindergarten open house. Incoming families meet each other and teachers, tour classrooms and school	Principal, Kinder Team, Principal Secretary
May	Auction	Fundraiser to raise funds for our Foundation, in support of Staffing for the next school year	PTA
May	Spring Music Concert	3rd Gr Recorder, 4th/5th Gr Boomin' Beats Performances	Music Teacher
June	Pride Parade		PTA
September-June	Walk & Bike Month Monthly Celebrations	Monthly walk & bike celebration before school. Walk & Bike Challenge in May - data collected	Walk and Bike coordinator
June	End of Year Celebration	End of Year Celebration. Entire community is welcome. Event is free of charge' food available for purchase.	PTA

Plan for Student Involvement

- *5th grade Student Leadership lead by Counselor & 5th grade teachers
- *4th & 5th grade Safety Patrol lead by staff
- *Compass coaches lead by staff
- *Green Team lead by staff

Lewis New Student/Family Plan

TIER 2 & 3 EVALUATION

Evaluation of the Effects and Fidelity of the School Climate Practices

DISCIPLINE DATA (2.11)

Tiered Fidelity Inventory (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

Recent TFI scores

- 2024-25 Scores: Current Lewis score as of May 2025 is 82%. Please see [Lewis ES CR-TFI Action Plan](#)

School Climate Survey (SCS) determines the status of specific building-wide school climate initiatives and issues (Core Values, Student Voice, Specific CR-PBIS Initiatives--ex: acknowledgement tickets)

- Completed three times a year (September, January, May) by all students (grades 3-5)



- Reviewed by School Climate Team and shared with staff, students and families. Used to monitor and adjust climate initiatives.

