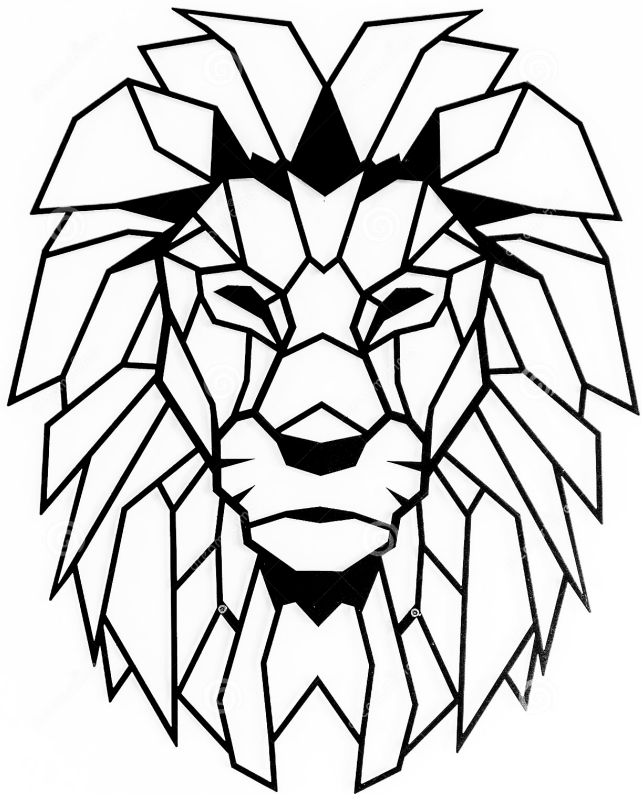


---

# Laurelhurst K-8 Climate Plan

## 2026-2027

---



### Mission

At Laurelhurst every child is valued for their individual strengths and learning styles. Rigorous academics, social inclusivity and emotional supports are interwoven into our daily practice. We cultivate a kind joyful community and prepare lifelong learners to lead as informed global citizens.

### Vision

At Laurelhurst, we strive to prepare our students to be lifelong learners, collaborative problem solvers, and global stewards. Together our staff, families and students will embrace a learning experience that supports the whole child and centers mindfulness, inclusivity, and joy.

### Core Values

Patience  
Responsibility  
Integrity  
Dynamic  
Empathy

## 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 successfully reach their full potential.

### SCHOOLWIDE VALUES AND COMMON AREA EXPECTATIONS

#### Laurelhurst Core Values:

Patience  
Responsibility  
Integrity  
Dynamic  
Empathy

At Laurelhurst K-8 School we are a Pride! We are...

- **Practicing Patience:** *The ability to be understanding, accept the unexpected, and persevere through challenges.*
- **Upholding Responsibility:** *The ability to be a community member who looks out for the well being of others and understands we all have a part to play in making the world a better place.*
- **Showing Integrity:** *The ability to honor our community values, even when no one is watching.*
- **Being Dynamic:** *The ability to be positively powerful and flexible community members that are open to new ideas and seeing things from multiple perspectives.*
- **Demonstrating Empathy:** *The ability to have a loving understanding of others.*

Our Core Values were created with student, staff, caregiver & community input. These values are posted throughout the school in order 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.

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

| <div style="display: flex; justify-content: space-between; align-items: center;">  <div style="text-align: center;"> <b>School-Wide Expectations</b><br/> <i>At Laurelhurst we are...</i> </div>  </div> |                                                                                                                                                                                                          |                                                                                                                                                                 |                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Practicing Patience</b><br><i>The ability to be understanding, accept the unexpected, and persevere through challenges.</i>                                                                                                                                                                                                                                               | <b>Upholding Responsibility</b><br><i>The ability to be a community member who looks out for the well being of others and understands we all have a part to play in making the world a better place.</i> | <b>Showing Integrity</b><br><i>The ability to honor our community values, even when no one is watching.</i>                                                     | <b>Being Dynamic</b><br><i>The ability to be positively powerful and flexible community members that are open to new ideas and seeing things from multiple perspectives.</i>                                                                                             | <b>Demonstrating Empathy</b><br><i>The ability to have a loving understanding of others.</i>                                                                                                                                            |
| <b>Cafeteria</b>                                                                                                                                                                                                                                                                                                                                                             | <b>Hallways</b>                                                                                                                                                                                          | <b>Restrooms</b>                                                                                                                                                | <b>Playground/ Turf</b>                                                                                                                                                                                                                                                  | <b>Assemblies</b>                                                                                                                                                                                                                       |
| Wait to enter the cafeteria until invited<br><br>Be respectful and patient in the lunch line<br><br>Once you have chosen a seat, stay in that seat throughout lunch<br><br>Invite and include others<br><br>Use your voice to respect those around you (Voice level 2)<br><br>Clean up after yourself                                                                        | Move at a safe speed and be aware of your surroundings and others<br><br>Go directly to your destination<br><br>Choose a respectful voice level for the nearby learning environments                     | Respect people's needs, privacy and space<br><br>Go, flush, wash, back to class<br><br>Clean up after yourself<br><br>Report and issues or concerns to an adult | Invite and include others<br><br>Share equipment<br><br>Keep the turf healthy and clean by keeping seeds on the turf and keeping food off<br><br>Play safely and respect others personal boundaries<br><br>Respect that different students are learning different skills | Walk and get seated quickly in assigned area<br><br>Stay seated in your personal space<br><br>Eyes and ears on presentation<br><br>Participate respectfully when invited to<br><br>Voices off when "Laurelhurst Listeners" is announced |
| <b>Why:</b> So everyone gets their needs met and we take care of a community space.                                                                                                                                                                                                                                                                                          | <b>Why:</b> So everyone can learn free of distractions.                                                                                                                                                  | <b>Why:</b> So everyone has a clean and safe experience while taking care of themselves.                                                                        | <b>Why:</b> So everyone can have fun, be safe, and enjoy time together.                                                                                                                                                                                                  | <b>Why:</b> To celebrate ourselves, our community, and learn new things.                                                                                                                                                                |

## TEACHING COMMON AREA EXPECTATIONS

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

- [K-5 Presentation](#)
- [6-8 Presentation](#)
- [Expectation Station Rotation Talking Points \(& Schedule Fall 2026\)](#)



## **SCHOOLWIDE (TIER 1) CLIMATE PRACTICES**

Each Laurelhurst student deserves to come to school and feel seen, safe and valued. In order 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
- Pride Bucks / Pride Stickers to acknowledge expected behavior with 5:1 ratio
- Community Building/SEL time
- School counselor classroom lessons
- Social Emotional Learning practices in core content areas:
  - Inclusive Welcome
  - Engaging Strategies
  - Optimistic Closure
- SEL curriculum implementation: Wayfinder and We Do It for the Culture
- Calming spaces in each classroom
- Flexible classroom seating
- [Student Statements](#), [Apology Template](#), [Restorative Think Sheets](#)
- Positive communication with caregivers

## **DISTRICT-WIDE PERSONAL DEVICE POLICY (NEW 2026-2027)**

**"Personal Electronic Device"** is a device that is capable of electronically communicating, sending, receiving, storing, recording, reproducing and/or displaying information, depictions, and/or data.

At Laurelhurst, we adhere to the "off and away" policy for personal electric devices K-8 and this policy is outlined in detail in our [Middle School Guidelines](#) which are reviewed in class, sent home for signature:

- Must be off and away from bell to bell (8:40am to 3:30pm). Silent mode is not considered off.
- Earbuds may only be used in the classroom for instructional purposes with teacher approval.
- Smart watches can only be used for time.
- Use will result in your device being taken; it may be retrieved at the end of the day in the office. Upon a 2nd offense or more, your device must be retrieved by a parent/guardian from the office.

More details for PPS Policy aligned to state mandates around mobile phones [can be found here](#).

## **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                                                                                                                                                                 |                                                                                                                                                                           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Function: Access/Obtain</b> <ul style="list-style-type: none"> <li>• Check In/Check Out</li> <li>• Meaningful Work</li> <li>• Social/Emotional Skills Group</li> <li>• Check and Connect</li> </ul> | <b>Function: Escape/Avoid</b> <ul style="list-style-type: none"> <li>• Breaks are Better</li> <li>• Check and Connect</li> <li>• Social/Emotional Skills Group</li> </ul> |
| Example Tier III Behavior Practices & Intervention                                                                                                                                                     |                                                                                                                                                                           |
| <p><b>PRACTICES</b><br/>(non-exhaustive)</p> <p>Safety Plan<br/>Supervision Plan<br/>Planning for Managing Escalating Behaviors (with FBA/BSP)</p>                                                     | <p><b>INTERVENTION</b><br/>(exhaustive)</p> <p>Individualized interventions outlined in the FBA/BSP</p>                                                                   |

## DEFINING STAGE 1 AND STAGE 2/3 BEHAVIORS

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

### BEHAVIOR TYPES I-IV

## DISCIPLINE POLICIES

Laurelhurst has created and calibrated around a flowchart to describe how staff respond to unexpected behaviors. If a student is escalated such that the flowchart below does not meet their needs, they may utilize the school's de-escalation space. De-escalation spaces are a predesignated non-punitive space 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 PLAN**

Every teacher will have an Effective Classroom Practices Plan (ECP 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.

Laurelhurst school's school-wide [Guest Teacher Support System](#)

**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 PRIDE stickers in ES, PRIDE bucks in MS, and school-wide [postcards](#).

**Description of our school-wide acknowledgement system:**

- PRIDE stickers & PRIDE bucks
- When students demonstrate our PRIDE values throughout the day in various school spaces
- Both elementary and middle school will hold PRIDE assemblies and award students with certificates for each value. Each teacher organizes in-classroom celebrations that best fits their class community.

**Family/Caregiver Involvement & Feedback Opportunities**

| AUGUST                                                                                           | SEPTEMBER                                                                                                                                                          | OCTOBER                                                                                                                                                               |
|--------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>● Connect to Kinder</li><li>● Community Care Day</li></ul> | <ul style="list-style-type: none"><li>● Back to School Night</li><li>● Site Council Meeting</li><li>● Ice cream social</li><li>● Walk and Bike to School</li></ul> | <ul style="list-style-type: none"><li>● Site Council Meeting</li><li>● Carnival</li><li>● Walk and bike to school</li><li>● PTA meeting</li><li>● Book fair</li></ul> |



|                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                              |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>● PTA meeting</li> <li>● TAG night</li> </ul>                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>● Roar for reading</li> </ul>                                                                                                                                                                                                                                         |
| <b>NOVEMBER</b> <ul style="list-style-type: none"> <li>● Conferences</li> <li>● Site Council Meeting</li> <li>● MS Fall Bonanza</li> <li>● PTA meeting</li> <li>● High school info session</li> <li>● MS talent show</li> </ul>                                                           | <b>DECEMBER</b> <ul style="list-style-type: none"> <li>● Site Council Meeting</li> <li>● Winter Bazaar</li> <li>● PTA meeting</li> </ul>                                                                                                                                             | <b>JANUARY</b> <ul style="list-style-type: none"> <li>● Site Council Meeting</li> <li>● PTA meeting</li> <li>● Treecycle</li> </ul>                                                                                                                                                                          |
| <b>FEBRUARY</b> <ul style="list-style-type: none"> <li>● Site Council Meeting</li> <li>● SSS</li> <li>● OBOB</li> <li>● PTA meeting</li> <li>● Kid heart challenge</li> <li>● K-5 dance party</li> </ul>                                                                                  | <b>MARCH</b> <ul style="list-style-type: none"> <li>● Site Council Meeting</li> <li>● PTA meeting</li> <li>● Walk and Bike to School</li> <li>● MS play</li> </ul>                                                                                                                   | <b>APRIL</b> <ul style="list-style-type: none"> <li>● Connect to Kinder</li> <li>● Site Council Meeting</li> <li>● MS social</li> <li>● PTA meeting</li> <li>● Laps for lions</li> <li>● Outdoor school (6th grade)</li> <li>● World festival</li> <li>● Pancake breakfast</li> <li>● Coffee talk</li> </ul> |
| <b>MAY</b> <ul style="list-style-type: none"> <li>● Site Council Meeting</li> <li>● PTA meeting</li> <li>● Walk and Bike to School</li> <li>● School tours</li> <li>● Gender/diversity forum</li> <li>● K-1 literacy event</li> <li>● Connect kinder</li> <li>● School Auction</li> </ul> | <b>JUNE</b> <ul style="list-style-type: none"> <li>● Site Council Meeting</li> <li>● Promotion &amp; dance</li> <li>● Field Day</li> <li>● School tours</li> <li>● Egg drop (3rd grade- annual)</li> <li>● 1st grade readers theatre</li> <li>● 5th grade promotion party</li> </ul> |                                                                                                                                                                                                                                                                                                              |

## ***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*

- [Laurelhurst CR-TFI](#)



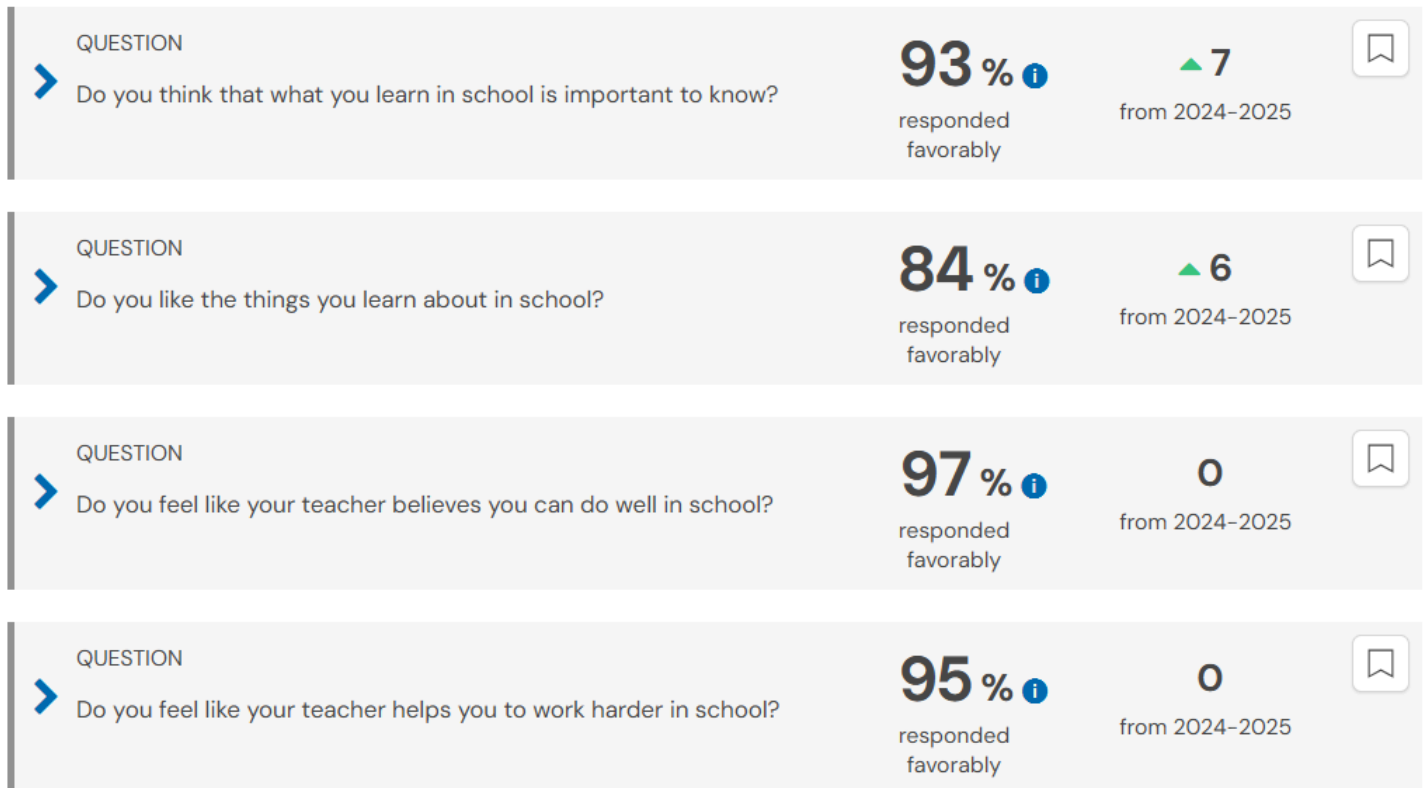
- o [Tier I](#)
- o [Tier II](#)
- o [Tier III](#)
- Link to [School Continuous Improvement Plan](#)

### 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

### 3-5

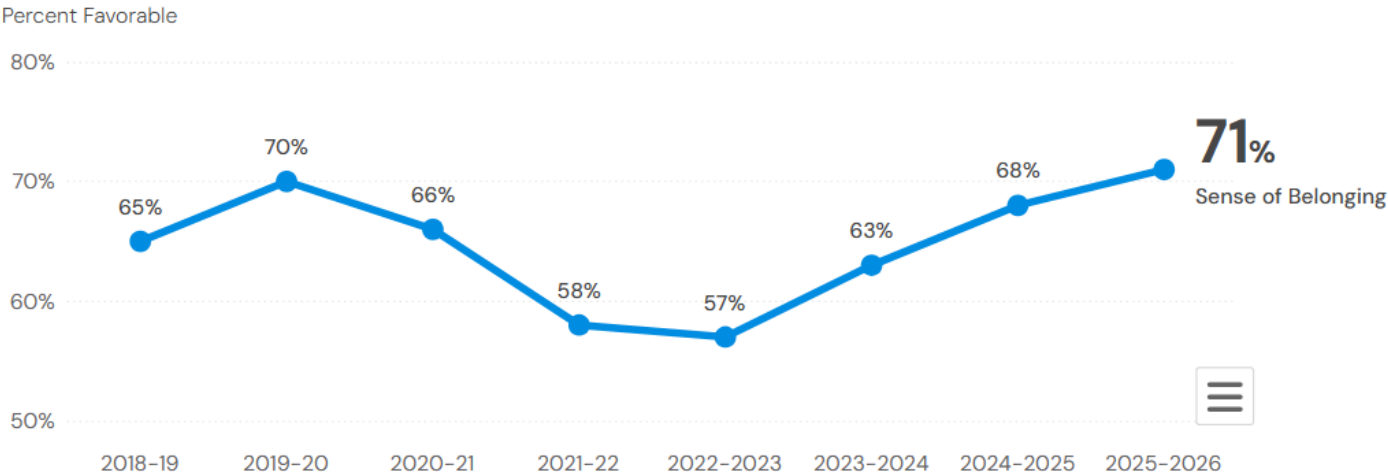


# Sense of Belonging

Based on 199 responses

How much students feel that they are valued members of the school community.

How have results changed over time?



## 6-8

|                                                                   |                            |                       |  |
|-------------------------------------------------------------------|----------------------------|-----------------------|--|
| QUESTION                                                          | 75%<br>responded favorably | ▲ 2<br>from 2024-2025 |  |
| Do you think that what you learn in school is important to know?  |                            |                       |  |
| QUESTION                                                          | 68%<br>responded favorably | ▲ 4<br>from 2024-2025 |  |
| Do you like the things you learn about in school?                 |                            |                       |  |
| QUESTION                                                          | 88%<br>responded favorably | ▼ 2<br>from 2024-2025 |  |
| Do you feel like your teacher believes you can do well in school? |                            |                       |  |
| QUESTION                                                          | 83%<br>responded favorably | ▲ 3<br>from 2024-2025 |  |
| Do you feel like your teacher helps you work harder in school?    |                            |                       |  |



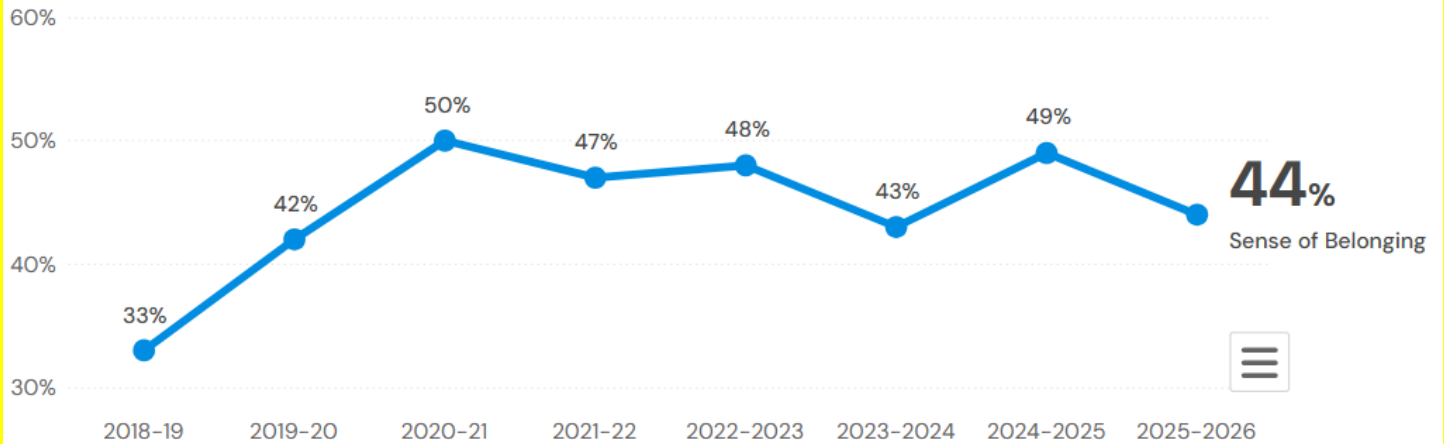
## Sense of Belonging

Based on **222** responses

How much students feel that they are valued members of the school community.

How have results changed over time?

Percent Favorable



Portland Public Schools

6/12/26