Leodis V. McDaniel HS
2026-2027

School Climate Plan

Mission

At McDaniel, all students will access an engaging and inclusive education defined by diversity and respect. All students will graduate from high school empowered with critical skills necessary for success in higher education, career, and community engagement.

Vision

We are a **Community** that **Respects** others and **Education** through **Equitable** practices to honor and empower our **Diverse** population with the skills and tools necessary to be successful in their chosen college and/or career. This is our **C.R.E.E.D**

Core Values

Community
Respect
Equity
Education
Diversity

What Is School Climate?

School Climate Overview

School Climate encompasses culturally relevant Positive Behavioral Interventions and Supports (PBIS), restorative practices and schoolwide social-emotional learning opportunities for all students in their classrooms. Racial equity and social justice is woven into all aspects of school climate to ensure that all students feel 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. Within an MTSS structure, all students receive sustaining **universal supports (Tier I)**. Additional support is provided for students that need it through **targeted interventions (Tier II)**, and **individualized interventions (Tier III)**. 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

Our School's Core Values are upheld with a Restorative Justice by:

- Creating pathways to include student experience and voice.
- Emphasizing reparative over punitive discipline.
- Supporting and Empowering students and staff to practice restorative justice interventions.

- Ensuring all students and staff members learn from conflicts.

Teachers are expected to assist the administrative staff in explaining, reviewing, and upholding school-wide student conduct expectations in their classrooms, hallways, and throughout the McDaniel community. Teachers should establish and reinforce clear classroom rules that are consistent with, and support our CREED values. Expectations must be grounded in Restorative Justice and support a culture of learning, and a classroom environment of respect and rapport.

As a community, we believe it is important to remember the following key points:

- ***High expectations for all students and staff:*** Every one of our students and staff has the capacity to act with consistent respect for themselves and others in a way that preserves and contributes to the benefit of the whole community. We will seek to help each other cultivate this regard for self and community in action.
- ***Focus on relationships:*** Strong relationships (student-staff, student-student, school-family) can prevent many discipline issues, and are essential to resolving the ones that do crop up. We seek to support the full participation and inclusion of each student in a way that demonstrates our regard for their essential value as whole human beings and community members. Accordingly, we encourage staff to regularly request student feedback (through class meetings, surveys, etc.), and implement changes that reflect students' needs.
- ***Multiple perspectives:*** We recognize that individual people (within and between races, cultures, families and other groups) have different communication styles and preferred ways of interacting in both social and formal situations. We (as staff) seek to be aware of our own culturally-based preconceived expectations and biases for how things "should" look, and how these may be similar to/different from those of individual students and families. When we're unsure, we seek to ask questions rather than make assumptions. We replace judgment with curiosity.
- ***Restorative Intervention:*** The focus of restorative intervention (in the classroom, and in the broader school community,) is on the rebuilding and restoration of positive relationships within our community (student-student, student-teacher, and other) pre/post-incident. A restorative process promotes accountability and responsibility and validates the experience of the participants. The McDaniel community encourages peaceful conflict resolution through conversations, circles, and facilitated restorative listening sessions. When students and staff utilize restorative practices, we create a culture of self-advocacy, accountability, and respect.

C.R.E.E.D. Values Expectations

Students and staff are expected to act in a way that allows teachers to teach and students to learn. Student behavioral expectations apply to students whenever they are:

- Present in any PPS school or on the property of the school district.
- At any school-sponsored activity, regardless of location, including traveling to and from within a reasonable period of time.

Students and staff share a responsibility for upholding these expectations. All students participate in school-wide training that is delivered via classroom lessons and instruction. Students showcase the CREED principles and discuss different opportunities to demonstrate CREED in action. The major objective of these lessons is to help students and staff recognize their role in contributing to and

upholding a positive school climate and community. Regularly implementing **restorative practices** is key to our goal of developing a safe, healthy, and joyful community centered in our CREED values. Students and staff will have regular training opportunities to advance their restorative practice skills.

Teachers will also utilize CREED in the classroom to help students connect the CREED principles to student learning and academic success.

As students we...

Community	... support and assist students and staff openly and respectfully ... include others ... speak and represent McDaniel positively
Respect	... are slow to judge and quick to listen ... clean up after ourselves ... conscientious of local businesses, public property, and other schools
Equity	... recognize peers' different needs ... stand up for our peers when their needs aren't being met ... are mindful of students of all backgrounds and language needs ... are each other's allies
Education	... actively try to succeed ... respect teacher's time ... are productive ... respect classes in session ... show the community our accomplishments
Diversity	... honor and empower our diverse population ... celebrate our differences ... understand that we are only visitors on this land

When students demonstrate these qualities, we encourage *all* staff to acknowledge it. Our goal is for each student to receive positive recognition at least once during the academic school year in the form of a postcard and/or phone call. This is an opportunity for any staff member to share a student's success with their family by mailing a pre-addressed postcard and/or phone call home. We also honor students with a weekly acknowledgement in our student announcements as well as a weekly drawing for those demonstrating C.R.E.E.D Values. Teachers nominate students for this honor by recognizing the C.R.E.E.D attribute they have demonstrated.

Teaching Common Area Expectations

All students are taught the common area expectations at the beginning of the school year (2026-27 Climate Lesson) and throughout the year as the school sees needs arise with collaboration of our Student Council and Student Leadership.

Schoolwide (Tier 1) Climate Practices

Each McDaniel HS 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 preferred name each day
- Sub-plans with preferred names and pronouns
- Classroom Community Agreements
- Community Circles
- School counselor classroom lessons
- Social Emotional Learning classroom lessons (Wayfinder in English and Health classes)
- C.R.E.E.D. Values Expectation lessons
- Calming space in Counseling Center
- Flexible seating
- Think Sheets to help reflect on behavior (Dean & VPs)
- School-wide Attendance Awards
- C.R.E.E.D. Awards Nominations

Teachers are responsible for maintaining and upholding the C.R.E.E.D. standards within their classroom. Classroom expectations are outlined in their syllabus.

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. **Families 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	**Function: Escape/Avoid**
Check-In/Check Out	Breaks are Better
Meaningful Work	Check and Connect

Social/Emotional Skills Group Check and Connect	Social/Emotional Skills Group
Example Tier III Behavior Practices & Intervention	
PRACTICES (non-exhaustive) Safety Plan Supervision Plan Planning for Managing Escalating Behaviors (with FBA/BSP)	**INTERVENTION** (exhaustive) Individualized interventions outlined in the FBA/BSP

PERSONAL ELECTRONIC DEVICES:

In alignment with the new State and PPS board policy, students must keep personal electronic devices off and away throughout the school day (not in pockets). This includes cell phones, tablets, smart watches, headphones, earbuds, and similar devices.

MHS INFORMATION/WARNING PLAN (Tier 1):

School Climate Plan (this section)	Instagram Videos	School-wide Signage
Letter Home (Emailed with Smore, Trivory)	Town Hall for Families (August)	Classroom Climate Lessons
		Verbal Reminders

MHS VIOLATION ACTION STEPS (Tier 2/3):

- **First violation:** device is confiscated, student can collect at the end of the day
- **Second violation:** device is confiscated, student can collect it at the end of the day. Family is called.
- **Third violation:** device is confiscated, family is called, student will be put on daily check-in of device at the office for a set period of time

This is reflected in our school's behavior matrix.

DEFINING STAGE 1 AND STAGE 2/3 BEHAVIORS

School personnel and parents/guardians share the responsibility for supporting and encouraging students' positive behavior. Teachers support students using classroom-based interventions that encourage and reinforce our school-wide expectations in C.R.E.E.D. Sometimes more intensive intervention is necessary to support student growth. When student behaviors significantly interfere with academic and social success, staff will intervene early and identify strategies, interventions, and support that address the behavior, while minimizing a loss to instructional time.

The foundation of our school's interventions is built from CR-PBIS and Restorative Practice.

CR-PBIS (Culturally Responsive- Positive Behavior Intervention and Supports):

- Develops school-wide policies that are proactive, preventative, and restorative
- Explicitly teaches what is expected

- Actively acknowledges students when they are following the expectations
- Instructionally correct students when they are not following the expectations

Restorative Practice:
- Builds trusting relationships and teaches peacemaking practices
- Encourages accountability through collaboration with staff, peers, and family
- Repairs harm by engaging all stakeholders
- Places accountability and responsibility at the forefront rather than punishment

Restorative implementation:
- Community circles encouraged in classes
- Trained (staff, students, and guest) facilitators
- Interventions upon disciplinary discretion
- Putting accountability and learning at the forefront instead of discipline
- Accountability for teachers by students
- Active empowerment of students to seek out/practice restorative justice
- Reparative problem-solving instead of punitive discipline
- Holistic approach to all parties involved in mediations
- Inclusive teaching practices that take into account hardships, other priorities etc

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.

MHS School Behavior Matrix

Discipline Policies

Minor Incident/Stage 1: Minor incidents are expected to be managed by the classroom teacher. Teachers will utilize a variety of strategies (listed below) to redirect and support the expected behavior. Minor incidents, and the interventions used, should be documented using the tools available in Synergy. Below are our school's guidelines to help address minor incidents in the classroom. Teachers are expected to:

- Utilize restorative practices to help student remain in class and engaged in academics.
- Collaborate with other stakeholders; other teachers, counselor, social worker, case manager, etc. to learn how to best support the student.
- Contact parent/guardian to build relationship with family (document using Call Log in Synergy).
- Request a mediation with the student, as necessary, to foster healthy dialogue.
- Document the behavior and intervention in Synergy.
- If the problem persists, communicate with the Dean of Students and/or Restorative Justice Coordinator, for more support.

It is important that teachers communicate with the student's family whenever there is a concern about their classroom performance.

Major Incident/Stage 2-3: Major incidents, or stage 2-3 referrals are behaviors and/or actions that present a health and safety concern to the students, classroom or school building. The behaviors and/or actions intentionally prevent a teacher from providing instruction to all students and/or present intentional defiance to school expectations. Abusive/profane language, bullying, drugs & alcohol, fighting, harassment, property damage, or theft are all examples of major incidents. A repeated minor incident can become a major incident if the classroom based interventions are not successful. A complete list is outlined in the PPS Student Rights & Responsibilities handbook.

Major incidents are managed by the vice principal's office. These incidents jeopardize the safety and/or well being of the student and/or school community. These incidents can occur outside of the classroom and/or require immediate assistance, or at school events. If an incident requires a student(s) to be removed from your classroom, follow the steps below:

- Dial "0" and request Campus Safety to the specific location. Provide Campus Security with a verbal description of the incident.
- Please **do not** remove students from class without communicating with Campus Security, the dean of students, or vice principal's office.
- Email and/or talk directly with a vice principal to provide a more detailed description of the incident. You can do this when you have a break from teaching. If necessary, the dean or other support staff can cover your class in order to help resolve the issue. *You will also need to submit a referral via email to the appropriate administrator.*

Mr. Twiss, Ms. Singh, Ms. West, Mr. Kates	***Chase Franks, Aketi Merrick & Glenn Lamotte***
Stage 2/3	***Stage 1 and other minor offenses, questions or concerns***

- In the event of an emergency, dial 911.

Documentation

Teachers must document and submit Stage 1 referrals in Synergy and Stage 2 referrals in the Google Form (or paper). Stage 1 referrals help us identify patterns of behavior and evaluate the success of interventions. Stage 2 referrals are requests for additional support from an administrator Stage 2-3 Office Referral Form. The administrator is responsible for following up with the teacher and student(s) to discuss the incident and identify the appropriate action. When appropriate, teachers, counselors, social workers, case managers, etc. will collaborate and identify appropriate consequences and interventions.

The severity of some events may require a temporary exclusion from school. Upon return, the administrator, dean and RJ coordinator will work with the student's teachers and other stakeholders to identify additional support to mitigate future behavior concerns and outline specific expectations and/or requirements. Whenever possible, the RJ coordinator or other neutral party would initiate a re-entry meeting with the students, and affected stakeholders.

Stage 2-3 Office Referral Form

Restorative Interventions

- Restorative justice interventions will be conducted by our Restorative Justice Coordinator or by students or staff trained in Restorative Justice when applicable.
- These meetings will take effect in conjunction with or instead of disciplinary measures (case by case basis).
- Issue or conflict, names of all present parties, and resolutions/next steps are documented by the neutral party.
- Meetings will be documented in a way that is accessible to counselors, admin, and the RJ Coordinator.

Menu of Positive Corrections

The chart below is a reference for classroom managed behavior concerns and office managed concerns. It is not intended to be comprehensive, but speaks to the primary classroom behavior concerns we experience at McDaniel HS and what steps we expect teachers and staff to follow.

McDaniel Restorative and Discipline Plan Click Here



If a student is escalated such that the flowchart above does not meet their needs, they may utilize the school's de-escalation space, in the Dean's or VPs' offices. De-escalation spaces are predesignated 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

Feedback and Acknowledgement Systems

Research shows that when staff observe and acknowledge students exhibiting appropriate behaviors, those behaviors will increase and misbehaviors will decrease. Specific praise is extremely important in increasing the recurrence of appropriate behaviors. When observing appropriate behaviors in the common areas/ classrooms/ buses, all staff acknowledge students exhibiting our core values verbally and by nominating students for our C.R.E.E.D. Awards along with specific praise. These are announced in our weekly student produced announcements.

At McDaniel we pride ourselves of putting student voice first and we do the following to ensure we get our students and families' feedback:

- Annual Successful Schools Survey
- Empathy Interviews with focal student groups
- Restorative Justice Circles
- Google Surveys distributed via Trivory or classrooms
- Town Halls led by Student Council members
- Student involvement on the School Climate & Equity Team

Student & Family Involvement & Feedback

AUGUST	SEPTEMBER	OCTOBER
● 9th Grade Family Night	● Back to School Night ● Climate Team Meeting ● Site Council Meeting ● Student Council	● Climate Team Meetings ● Site Council Meeting ● Student Town Hall ● Student Council
NOVEMBER	**DECEMBER**	**JANUARY**
● Conferences ● 8th Grade Information Night ● Harvest Festival ● Climate Team Meeting ● Site Council Meeting ● Student Council	● Holiday Market ● Site Council Meeting ● Climate Team Meeting ● Student Council	● Climate Team Meetings ● Site Council Meeting ● Student Council

FEBRUARY	MARCH	APRIL
● Site Council Meeting ● Climate Team Meeting ● Successful Schools Survey ● Student Council	● Climate Team Meeting ● Site Council Meeting ● Student Council	● Multicultural Night ● Site Council Meeting ● Climate Team Meeting ● Student Council
MAY	JUNE	
● Climate Team Meeting ● Site Council Meeting ● Student Council	● Site Council Meeting ● Climate Team Meetings ● Student Council	

Fidelity Data

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

- **2025-26 SCIP**
- 2024-25 SCIP

Successful Schools Survey (SSS)

- Completed once a year 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.
- Previously accessed via the Panorama dashboard. Recent SSS data
- 2023-24 Student DATA
- 2024-25 Family DATA
- 2024-25 Staff DATA