

Lincoln-Bassett Community School

1/25/17

- I. **Welcome & Introductions**
- II. **The Elephant in the Room**
- II. **Culture and Climate**
- II. **Attendance and Family Services**
- II. **Questions**





Janet Brown-Clayton

Principal

Score 5 if the statement is often true for you...

Score 3 if the statement is sometimes true for you...

Score 0 if the statement is seldom or never true for you...

| Because of my race or color... | My Score |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| 1. I can be in the company of people of my race most of the time. | |
| 2. If I should need to move, I can be pretty sure of hassle-free renting or purchasing in an area in which I would want to live. | |
| 3. I can be pretty sure that my neighbors in such a location will be neutral or pleasant to me. | |
| 4. I can go shopping alone most of the time, pretty well assured that I will not be followed or harassed. | |
| 5. I can turn on the television or open to the front page of the newspaper and see people of my race widely and positively represented. | |
| 6. When I am told about our national heritage or about "civilization," I am shown that people of my race made it what it is. | |
| 7. I can be sure that my children (or children from my family) will be given curricular materials that testify to the contributions of their race. | |
| 8. I can go into most supermarkets and find the staple foods which fit with my racial/ethnic traditions; I can go into any hairdresser's shop and find someone who can cut my hair. | |
| 9. Whether I use checks, credit cards, or cash, I can count on my skin color not to work against the appearance of financial reliability. | |
| 10. I can arrange to protect my children (or children from my family) most of the time from people who might mistreat them because of their race. | |
| 11. I can swear, dress in secondhand clothes, or not answer letters, without having people attribute these choices to the bad morals, the poverty, or the illiteracy of my race. | |
| 12. I can do well in a challenging situation without being called a credit to my race. | |
| 13. I am never asked to speak for all the people of my racial group. | |
| Subtotal | |

| Because of my race or color... | My Score |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| 14. I can remain oblivious to the language and customs of people of color without feeling, from people of my race, any penalty for such ignorance. | |
| 15. I can criticize our government and talk about how much I fear its policies and behavior without being seen as a racial outsider. | |
| 16. I can be pretty sure that if I ask to talk to the "person in charge", I will be facing a person of my race. | |
| 17. If a police officer pulls me over, I can be sure I haven't been singled out because of my race. | |
| 18. I can conveniently buy posters, postcards, picture books, greeting cards, and children's magazines featuring people of my race. | |
| 19. I can go home from most meetings of organizations I belong to feeling somewhat tied-in, rather than isolated, out-of-place, outnumbered, unheard, feared, or hated. | |
| 20. I can take a job with an affirmative action employer without having co-workers on the job suspect that I got it because of my race. | |
| 21. I can choose public accommodation (hotels, restaurants, etc.) without fearing that people of my race cannot get in or will be mistreated in the place I have chosen. | |
| 22. I can be sure that if I need legal or medical help, my race will not work against me. | |
| 23. If my day, week or year is going badly, I need not ask of each negative episode or situation whether it has racial overtones. | |
| 24. I can comfortably avoid, ignore, or minimize the impact of racism on my life. | |
| 25. I can speak in public to a powerful group without putting my race on trial. | |
| 26. I can choose blemish cover or bandages in "flesh" color and have them more or less match the color of my skin. | |
| Total | |

A Trip to the Grocery Store

Addressing Cultural Issues

Professional development on dismantling systemic racism.

Courageous conversations

Ongoing professional development and open conversations on race and culture.





Dr. Michelle Bogart

Director of Climate

+ Culture & + Climate = + Student Outcome

- Culture is defined by our beliefs and what we value.
- Climate is defined by our organizational structure of behavioral supports and our attitude by how we implement those supports.
- Student Outcome is a byproduct of our culture and climate.

Create a sense of belonging.

Lincoln Bassett Community School Family

Positive attitude...*LBCS is a PBIS school*

Built on a solid foundation of

*Respectfulness, Compassion, Patience, Forgiveness, Preparedness,
Consistency, Personal touch, Sense of humor,
Creativity, Willingness to turn mistakes into teachable moments.*

Always with

High expectations for EVERYONE

3

2

1

* Proactive

* Preventive

* All settings

3

PPT

**and/or Other Intensive
Supports**

2

**ISS, Ind.Beh Interv.
SRBI > PPT, SBHC
Social Grp. SSST
Modified SOAR**

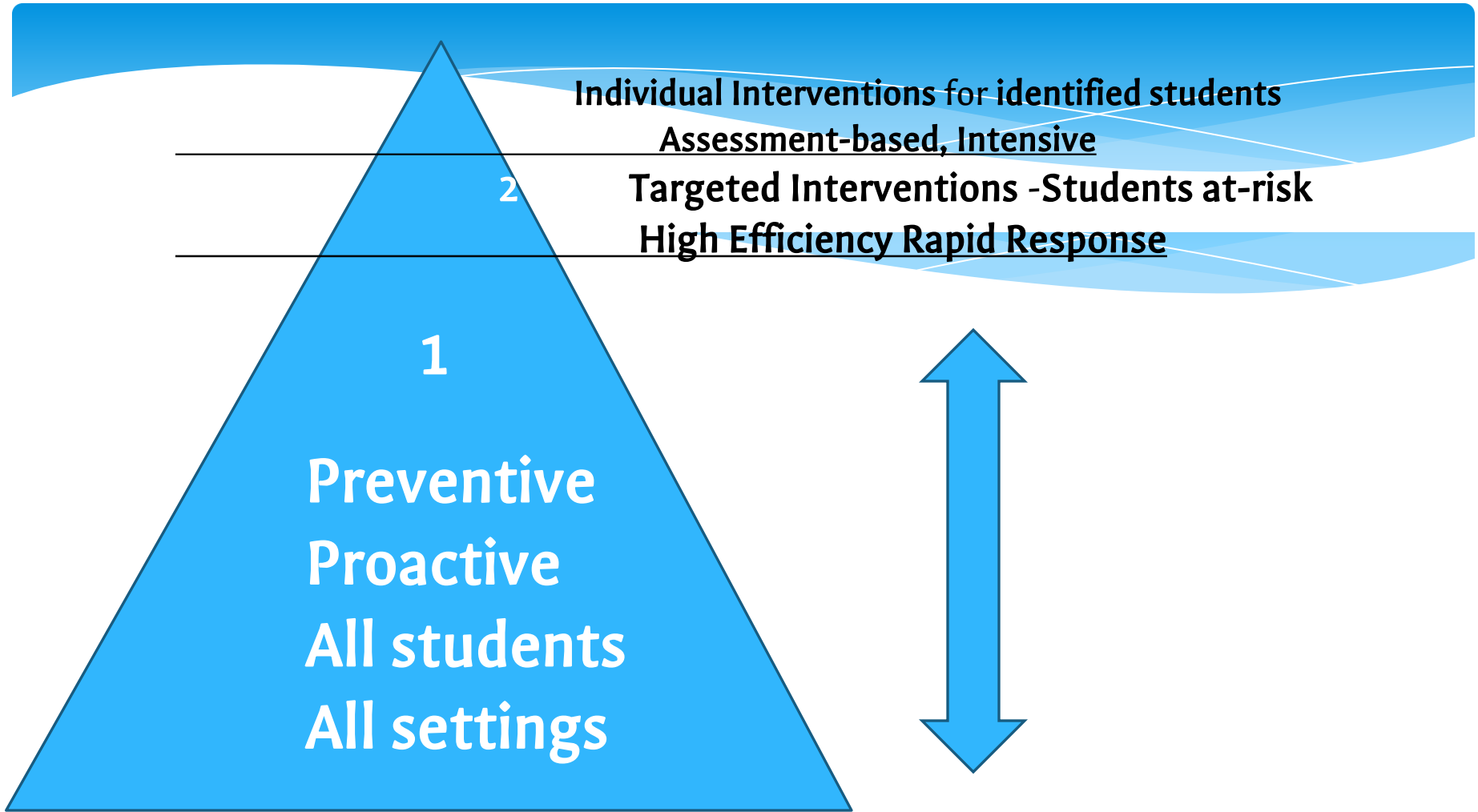
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*SOAR Oath

*Advisory

*Classroom Behavior
System

*SWPBIS
Matrix



CHOICES

Build self-esteem, relationships/connections/engagement

Intermittent praise/encouragement/acknowledgement

Tolerance, behavior system, verbal/non verbal praise,

Correction Redirection (verbal/non – verbal)

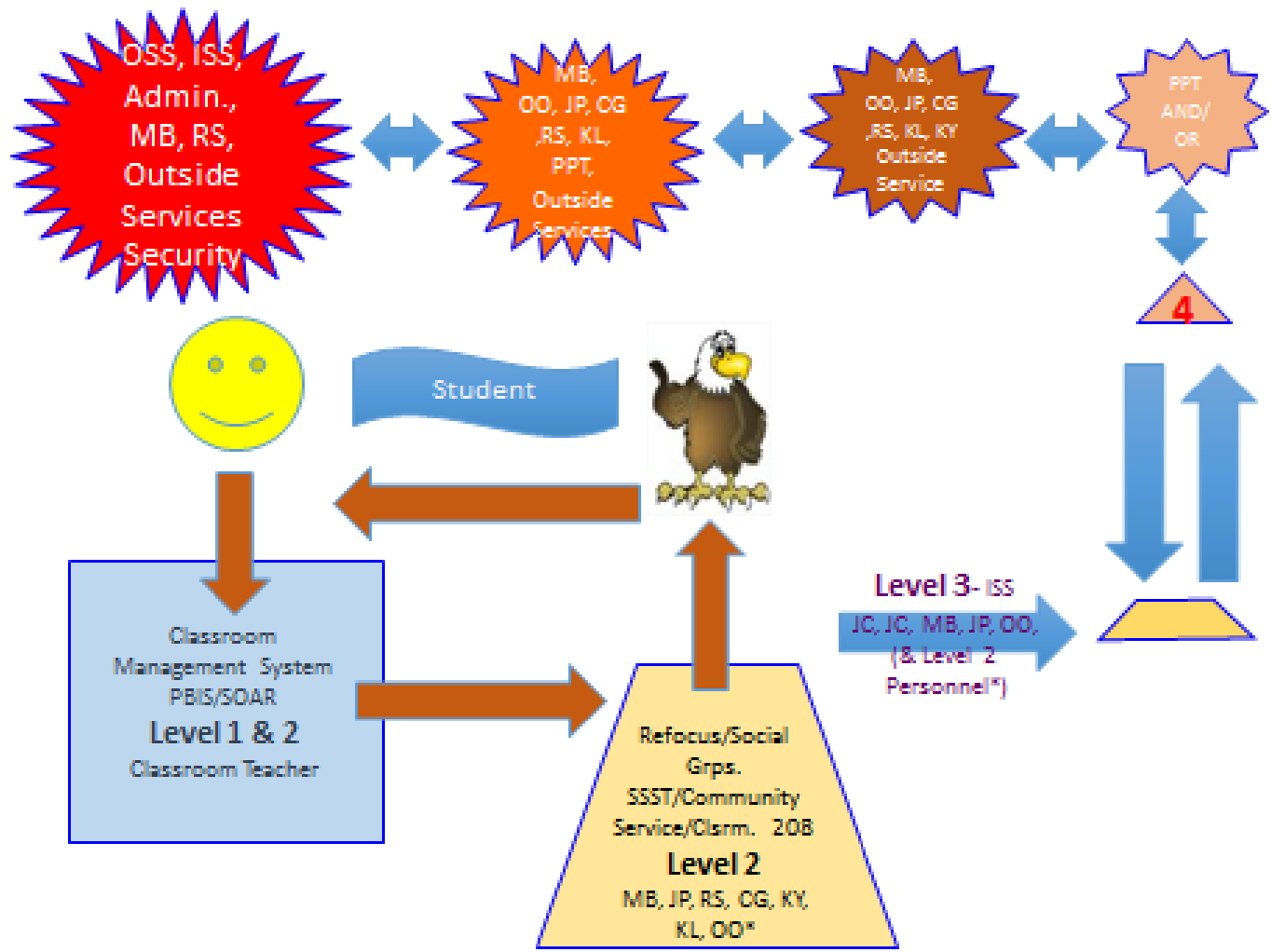
Time at desk, planned /ignoring-redirection

Refocus coaching -In/out of classroom

Brief “time out” of classroom

“Therapeutic Classroom 208”

Office Referral




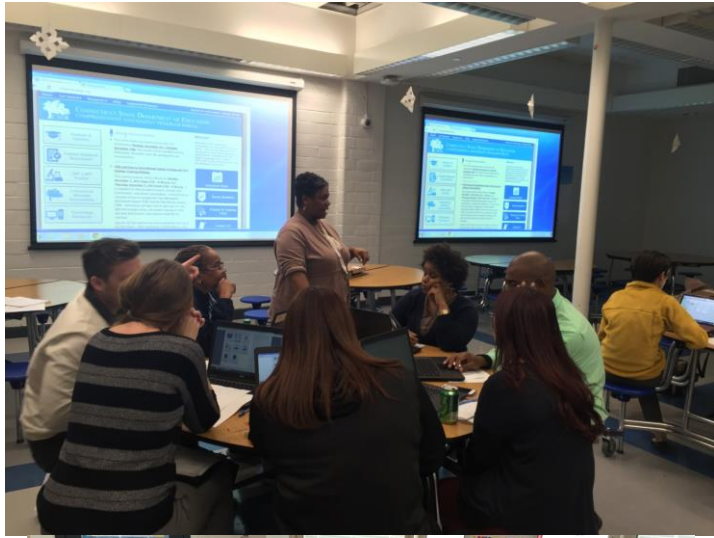


Lorrie Quirk

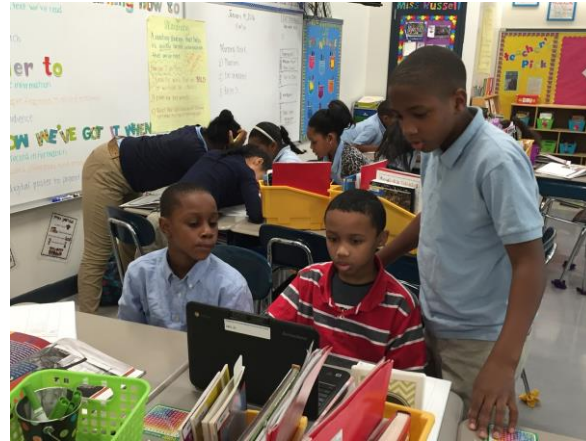
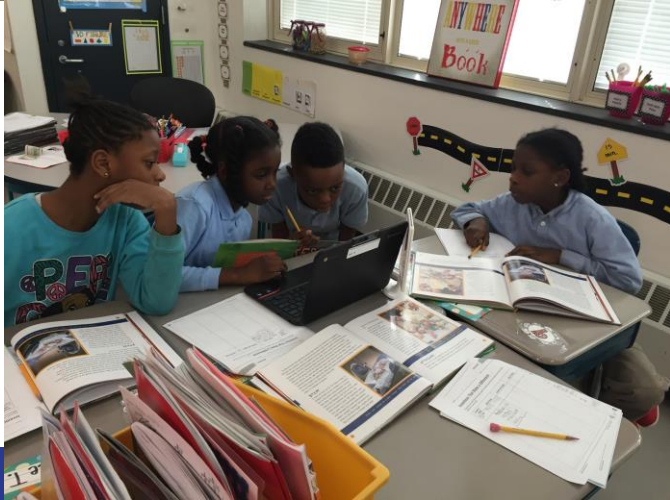
Technology, Truancy and Data

Creating a Responsive Culture

- 1) Create and maintain a school Google Drive with calendars, groups, and folders; delineated by access level.
 - 2) Create and maintain a school website which includes regular updates, linked with internal google calendars.
 - 3) Create and maintain social media accounts for regular communication with parents
 - 4) Remind App to keep families informed
 - 5) Build policies and procedures for daily routines
- 



Achievement Gap does beyond academic subjects



We Support not Report

Truancy interventions

School partners

Community Partners

Our responsibility



Questions