

Jackson Middle School



2024-2025
School Climate Guide

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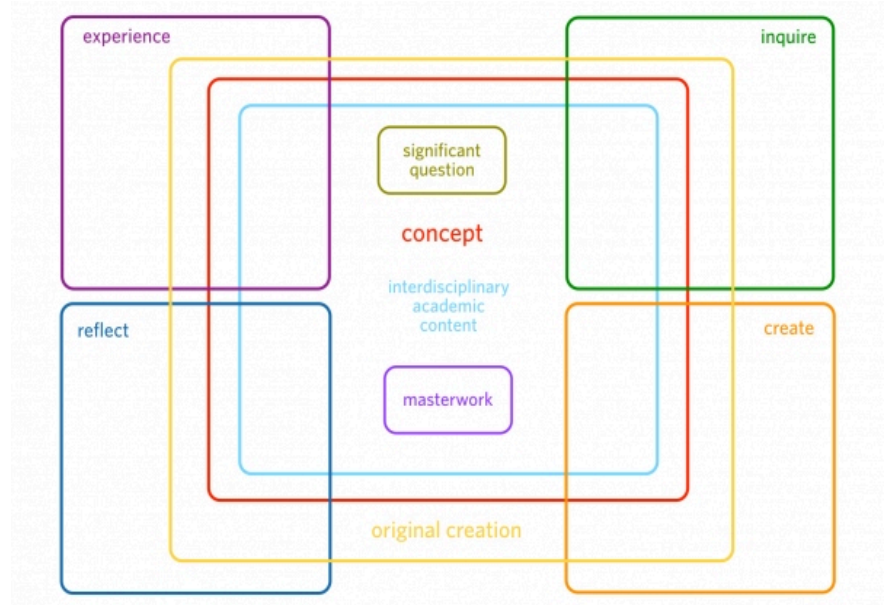
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Mission Statement

Jackson Middle School provides a rich and challenging academic program focused on the unique needs of adolescents. Our school encourages and celebrates artful expression in an accepting and safe environment that we create together. We value and celebrate the diversity of students, staff, and the community. We inspire every student to become a passionate life-long learner who is equipped with what is needed to be a responsible global citizen, preparing them for the next phase of their education, high school.

An Artful Learning School

All the learning at Jackson is through Leonard Bernstein's research based approach Artful Learning. Artful Learning employs an interdisciplinary framework anchored by a central concept and guided by a significant question. This approach allows educators to teach a broad spectrum of rigorous academic content. By studying through the lens of the arts, students can achieve a measurably deeper level of comprehension and retention.



Jackson Values

Responsible: I am responsible for my actions and my words.

Respectful: I show care and support through my actions and words.

Reasonable: I am fair and appropriate in my actions and my words.



What is school climate?

School climate refers to the quality and character of school life. School climate is based on patterns of students', parents' and school personnel's experience of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures. A sustainable, positive school climate weaves together safety, teaching and learning (academic climate), relationships (community climate) and the school environment, in order to foster a safe and welcoming environment for all students to lead for a productive, contributing and satisfying life in a democratic society (NACC).

What does this look like at Jackson Middle School?

At Jackson we strive to create a welcoming, safe and wholesome environment where every child can succeed. We believe that the pillars to a successful school climate are building relationships with all stakeholders, setting high expectations for students accompanied by strong support, grounding ourselves in equity-oriented practices and systems, teaching and using social emotional skills, using positive interventions, and restorative justice to address student concerns. These pillars allow us to thrive as a learning community and work together to help all our young people reach their fullest potential and plan for their future.

CULTURALLY-RESPONSIVE POSITIVE BEHAVIORAL INTERVENTIONS & SUPPORTS



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.

What does this look like at Jackson Middle School?

RESPONSIBLE

I AM ACCOUNTABLE FOR MY ACTIONS AND WORDS.

RESPECTFUL

I SHOW CARE & SUPPORT IN MY ACTIONS AND WORDS.

REASONABLE

I AM FAIR AND APPROPRIATE IN MY ACTIONS AND WORDS.



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.

When I am responsible	When I am respectful	When I am reasonable
I am honest	I show concern for other people's feelings and ideas	I give and receive feedback
I make safe choices	I clean up after myself	I compromise for the good of the group
I stay focused on what needs to be done	I use kind words toward myself and others	I can use healthy coping strategies*
I lend a hand	I take care with other people's things	I consider other people's perspectives
I follow through on commitments	I show regard for boundaries, both mine and others'	I look for ways to help others
I take ownership for my actions (good or bad)	I acknowledge and embrace other people's experiences	I am flexible

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. Some schools decide to give out acknowledgement “tickets’ ’: small slips of paper that are aligned with the school values. All staff hand out the acknowledgement tickets, along with specific praise, to students as they witness appropriate behaviors in the common areas, in classrooms, on buses, etc.

Description of our school-wide acknowledgement system:

- Name of acknowledgment: Jackson Jags
- Teachers will catch students exhibiting one of the Jackson Jag Values: Respectful, Responsible and Reasonable.

Schoolwide systems: weekly drawings of success tickets daily, quarterly recognition assemblies.
At the end of each quarter, a classroom teacher selects one student for each Jackson Jag Values.

Jackson Jags

To improve student's positive behavior we'll use Jackson Jags both in the classroom and out. When a staff member sees a student doing something following the Jackson Jag values, the staff member will compliment the student and issue a Jackson Jags.

When to use positive student feedback:

- Students are honest and take responsibility for situations without being prompted.
- Students do extra cleaning that may or may not be their mess.
- Students consider the feelings of others by encouraging words or actions.
- Students improve on issues/areas/behavior independent of the teacher.
- Students are exhibiting specific behavior in their area of focus (value of week, warm-up done, etc.).

When not to use positive student feedback :

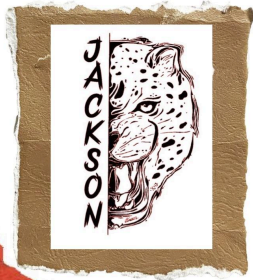
- Whole class is having a good day.
- Positive behavior is temporary.
- Doing homework.



Common Area Expectations

Bathroom Expectations

**GO
FLUSH
WASH
LEAVE**



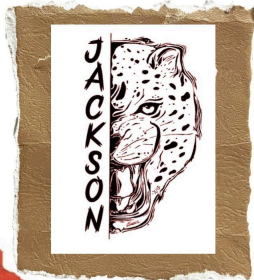
Hallway Expectations

**Be on Time
Have a Hall Pass
Walk
Maintain personal space**



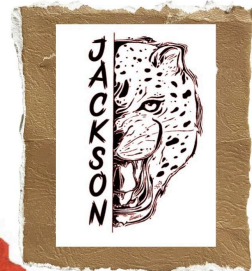
Cafeteria Expectations

**Stay seated
Throw trash away
Monitor voice levels
Walk
Hands to self
Phones are off and away**



Gym Expectations

**Walk
No food or drink
Phones are off and away
Belongings on the bleachers**



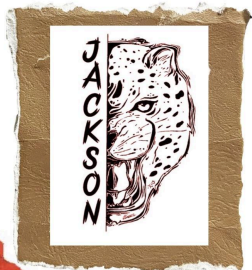
Library Expectations

**Quiet space/games
Water bottles only
No food or drink
Phones are off and away**



Technology Expectations

**All personal technology,
is off and away all day.**



Yearly Schedule for Teaching Common Area Expectations

August 31, 2023 PBIS Rotations: *Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide.*

November 28 PBIS Rotations: *Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide.*

January 3 PBIS Rotations : *Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide.*

April 2 PBIS Rotations: *Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide.*

TBD: *As indicated by Jackson Middle School Discipline data*





Restorative Practices

Restorative Practices, which are components of the Restorative Justice Program, are student behavior supports that goes beyond traditional discipline and instead, emphasizes repairing the harm caused by hurtful behavior. Before engaging in these practices, students learning communities first build relationships and trust with one another through community circles.

Jackson Middle School aims to provide students with the opportunity to reflect on the impact of their actions, restore harm, and develop skills to make better choices in the future. Our ultimate goal is for students to be reintegrated back in the learning community. We

incorporate this philosophy while still abiding by PPS' Student Conduct & Discipline Guidelines, and use this lens to ensure students are in safe, healthy, and collaborative learning environments.

This philosophy is also used as an alternative to exclusionary discipline practices as appropriate, focusing on accountability and strengthening relationships. Practices can be proactive and reactive, such as restorative inquiry, mediation, conferencing, dialogue, and circling, that have three foundational themes:

1. Understanding impact and repairing harm: Restorative practices focus on understanding the collective impact and repairing the harm associated with misbehaviors, establishing responsibility and meaningful accountability. Each process has the following guiding questions: What happened? Who was affected/impacted? What can be done to make things right? What will keep things right? How can others support you?
2. Engaging community: Restorative practices rely on building a web of relationships throughout the school community, including administrators, teachers, staff, school resource officers, students, family and community organizations; a web that supports students to make responsible decisions and holds them accountable for misbehaviors. Community support could mean participation in a mediation or circling process or providing community service opportunities.
3. Empowering all involved: It is critical that those who are harmed or have been impacted have a voice defining how to repair the harm so they feel equally supported by the school community and stay engaged. One of the primary functions of restorative justice in schools is to reintegrate students who have misbehaved, rather than excluding them and risking further

What does this look like at Jackson Middle School?

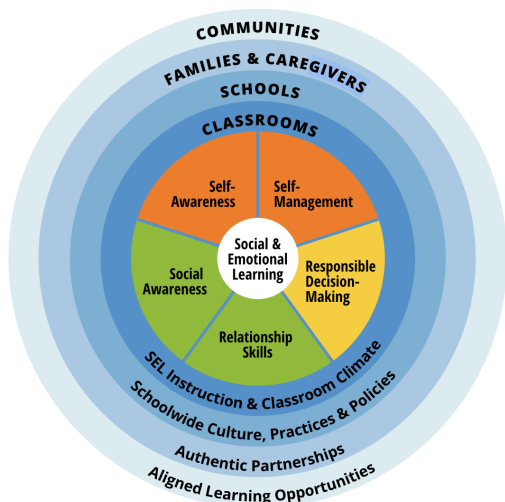
Community Building Circles allow classroom communities to develop relationships by asking a series of low-impact questions to get to know one another. Circles should be done as often as possible to ensure relational trust is developed over time.

Restorative Inquiry is an essential restorative practice. A series of guiding questions are asked to understand all parties involved in a conflict, disagreement and/or any level of harm. The questions get to the root of a conflict and help solve the conflict by giving voice to the person who was harmed.

- What happened?
- Who was harmed and how?
- What can be done to make things better?
- What do you need to move forward?
- What support do you need to keep this from happening in the future?



Social Emotional Learning



Social and Emotional Learning (SEL) is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions, achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions. ([CASEL](#))

In PPS, we embrace Transformative SEL--which is a form of SEL implementation that concentrates SEL practice on transforming inequitable settings and systems and promoting justice-oriented civic engagement.

What does this look like at Jackson Middle School?

Jackson will be incorporating Social Emotional Learning through teacher-led research based advisory lessons called Wayfinder.

6th Graders will:

Build connections through self-awareness and community building

- What matters to us and what are we good at?
- What can we learn from emotions?
- How can we consider our impact on others?

7th Graders will:

Understand, value, and accept themselves

- How can we best manage stress?
- How can we productively work through a challenge?
- How is belonging different than fitting in?

8th Graders will:

Understand, value, and accept each other

- How can we take responsible risks?
- How can we recharge when we feel overwhelmed?
- Why are different perspectives important to belonging?



DEFINING MINOR, STAGE 1 REPORTS, 2 AND 3 BEHAVIORS & DISCIPLINE POLICIES

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. Please see the [PPS Student Handbook](#) and [Jackson Student and Family Guide](#) for more information on discipline procedures as well as the [Jackson Behavior Management Flowchart](#).

Reporting Incidents

Sometimes incidents occur without staff being directly aware of them. It is developmentally appropriate for students to want to handle some conflicts and problems on their own, but we are always here to assist and we strongly encourage students to engage the adults around them, even if it is just for coaching and advice. At Jackson, when incidents (harassment, bullying, etc.) occur, they are reported and responded to by staff using the following reporting procedure:

How are incidents reported at Jackson?

1. Incident is reported. In person, via email, by phone, in writing to Jackson staff (teacher, counselors, and/or admin) or to [Safe Oregon](#) via our school site.
 - If reported indirectly (i.e. via social media), encourage contact with Jackson staff so the school can take action.



2. Action is taken. By teacher, counselors, and/or admin.
 - Information is collected from the report.
 - Investigation is conducted (interviews with students/adults & consultation with staff).
 - This may include a restorative conversations
 - Disciplinary action per Refer to the [PPS Student Discipline Handbook](#)

3. Follow-up process occurs.

- Notification to families of students directly involved.
- Notification to staff directly involved on a need-to-know basis.
- Check-ins with students as needed.

* Please note, per FERPA laws, we can only discuss disciplinary outcomes with your student



Staff Resources

The Climate Team 2024-25:

- Monthly Discipline Data review
- CR-PBIS School-wide Systems (assessing the effectiveness of our Equity Practices on school climate)
- [Click here](#) to see the Climate team roles, meeting dates and agenda items.

[PBIS Pre-Corrections, Ratio of interactions, Referrals](#)

[40 Tier I Behavior Corrections](#)

[Active Supervision](#)

[Minor/Major Examples](#)

[Jackson Middle School's Effective Classroom Practices Plans](#)

[Jackson Middle School's Guest Teacher Support System](#)

[Acknowledgement Matrix](#)

[Lunch Duty Expectations Students and Adults](#)

