**Grant High School
2025-2026**

**School Climate Plan**

| **Mission** | **Vision** | **Core Values** |
| --- | --- | --- |
| *A graduate of Grant High School will be a compassionate critical thinker, able to collaborate and solve problems, and be prepared to lead a more socially just world.* | *To tap into the unique potential of each student to support them in graduation and beyond, both academically and social-emotionally.* |  |

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## [School Climate Overview](https://www.pps.net/Page/13480)

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](https://www.pps.net/mtss)

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](https://assets-global.website-files.com/5d3725188825e071f1670246/6062383b3f8932b212e9c98b_PBIS%20Cultural%20Responsiveness%20Field%20Guide%20v2.pdf#page=15)

**Our School’s Core Values are Generals LEAD**

1. **L - Live to learn**

2. **E - Engage with purpose**

3. **A - Advocate for self and others**

4. **D - Demonstrate with passion**

Our Core Values were created with student, staff, family & community input. Posters are 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 different in various common areas. This will helpGrant High School ensure that our core values are inclusive and affirming.

Students need to understand and exercise our core values on a regular basis to master the skills to be successful and prepared to be college and career ready. All adults acknowledge and reinforce these core values when interacting with students.

Our core values are woven into our regular teaching practices in every lesson and in every class period throughout the grade levels. Staff name them consistently and strategically teach and review our core values throughout the school year.

## Common Area Expectations

### Grant Generals treat each other with respect and do not engage in cellphone use during instructional time (including bathroom or other breaks). This device restriction will extend to listening devices (unless 504/IEP accommodations accompany them, if they cannot be met by PPS Assistive Technology), ensuring increased engagement in the classroom.

### During the 2025-26 school year, Grant High School will refine its approach to the Cell Phone Policy supported by Yondr pouches. Students will be expected to place their devices in a Yondr pouch at the beginning of the day and will not have access to their phone until the end of the school day.

## Teaching Common Area Expectations

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

Students are expected to utilize the hall passes provided to each teacher. Students with blue passes report to the counseling office to take their Mental Health Breaks. Students do not congregate around the bathrooms/common areas nor take excessive amounts of time outside of the classroom.

***Schoolwide (Tier 1) Climate Practices***

Each Grant General 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 at the beginning
* Attendance Awards
* Classroom Community Agreements
* Community Circles
* Generals Pride Program to acknowledge commendable behavior as well as Bi-Weekly Teacher Profiles Teachers, Students, Peer nominated awards
* Departmental and Community Awards
* School counselor classroom lessons organized by Bridge Communities
* Social Emotional Learning classroom lessons
* Common Area Expectation lessons three times per year
* Calming spaces in each classroom
* Flexible seating
* Think Sheets to help reflect on behavior

## 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**Check In/Check OutMeaningful Work Social/Emotional Skills Group Check and Connect | **Function: Escape/Avoid**Breaks are BetterCheck and ConnectSocial/Emotional Skills Group |  |
| **Example Tier III Behavior Practices & Intervention** |
| **PRACTICES**(non-exhaustive)Safety PlanSupervision PlanPlanning for Managing Escalating Behaviors (with FBA/BSP) | **INTERVENTION**(exhaustive)Individualized interventions outlined in the FBA/BSP |

## [Defining Stage 1, 2 , 3 and Stage 4 Behaviors](https://assets-global.website-files.com/5d3725188825e071f1670246/6062383b3f8932b212e9c98b_PBIS%20Cultural%20Responsiveness%20Field%20Guide%20v2.pdf#page=17)

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 MATRIX

**TYPE I:** When students engage in behaviors that disrupt learning, such as distracting

others, not following directions, or using inappropriate language, the goal is to respond

in ways that support learning and personal growth. These behaviors, referred to as Type I

Behaviors, are typically addressed through classroom-level strategies, with support from

the Classroom Practices Plan, the Multi-Tiered System of Supports (MTSS) Tier I Database,

and the Climate Plan. Staff will intervene as early as possible by using positive, small

redirections, restorative practices, and other strategies to help students reflect, re-engage,

and guide students back towards positive behavior while maintaining a safe, respectful,

and an inclusive learning environment for everyone.

**Things to consider in behaviors that are TYPE II, III, and IV**

**Consider:** If frequent/Chronic:

- Is the student’s behavior due to avoidance or escape?

- Is behavior part of a mental health issue, traumatic response, or disability?

- Have you included the SIT team at this point or at any point prior?

- Consider the function of the student behavior - what needs are they trying to meet?

**Suspension or Hearing can be considered when:**

- The school has tried at least three different strategies in response to the behavior, but it

 persists.

- The violation created a substantial impact on the school community.

- The student has a combination of multiple Type II and/or Type III violations in a single

 incident. A suspension or hearing can be considered.

**TYPE II:** Sometimes, a student’s behavior disrupts the learning environment or negatively

impacts others or the school community. These behaviors may include actions that have

happened repeatedly, even after adults have tried to help. Depending on the severity of

the behavior, the response may go beyond the classroom. Sometimes in TYPE II behaviors,

the student may be temporarily excluded from class or school. However, the goal is

always to support the student’s learning and growth in the school community. In these

situations, additional support from the school team, such as counselors, social workers, or

administrators are often needed.

**TYPE III:** When students engage in serious behaviors that disrupt the learning

environment or cause harm to others or the school community. Sometimes disciplinary

incidents or actions happen repeatedly or may be impactful enough to require

immediate attention, even if support has already been offered. In these incidents,

stronger interventions and involvement from school staff, such as counselors, social

workers, or administrators, are often necessary. Depending on the severity of the

behavior or if the incident was impactful enough, the response may require temporary

removal from class, suspension from school, and/or a disciplinary hearing. While these

steps are sometimes needed, the primary goal remains to help the student reflect, learn,

and return ready to engage in their learning and learning environment.

TYPE IV: When students engage in significantly disruptive or harmful behaviors that

interfere with the learning environment or pose a risk to the safety and well-being of

others or the school community, these actions may be repeated or serious enough to

require immediate and elevated intervention, even if prior support has been provided.

In such incidents, at this level, the involvement of school-based or district staff support,

including administrators, counselors, and social workers, becomes essential.

Depending on the nature and severity of the behavior, or if the incident is impactful

enough to compromise the integrity or safety of the school environment, the response

may extend well beyond classroom-level interventions. This may include immediate

suspension from school and, in the most serious situations, a formal disciplinary hearing

to determine appropriate next steps.

While time out of school may be necessary to maintain a safe school environment, the school remains committed to supporting the student’s accountability, growth, and eventual reintegration into a respectful and productive learning space.

**TYPE I Behaviors, use the** [**MTSS Tier I Database**](https://sites.google.com/pps.net/mtsstieri/home?authuser=0)  **for guidance.**

**Bothering, Distracting:** action(s) that hinder others’ attention away from instruction or staff-

guided activities.

**Failure to follow directions:** (all grades). Wilfully refusing to follow a staff member’s instruction.

**Failure to Attend Class:** Failure to attend the assigned class without permission. Leaving the

assigned classroom or specified learning space without prior approval of the teacher and/or an

administrator during instruction before intervention.

**Off Limits:** Entering a location in a building or any school property that has been restricted from

student use or entering an area that has been restricted from student use during certain times of

the day.

**Personal Electronic Device Violation:** The first time a student violates the school-based personal electronic device policy of Off and Away All Day.

**Tardiness:** Failure to be in a place of instruction at the assigned time.

**Use of Inappropriate language** is quickly corrected by intervention or redirection.

**Interventions, Supports, and Responses for all TYPE II, III, VI**

- Affirmations

- Breaks are Better (BrB)

- Check-In/Check-Out (CICO) or

- Check & Connect

- Escalation Cycle

- Functional Behavior Assessment/

- Behavior Support Plan

- Immediate Intervention

- Loss of Privilege

- Meaningful Work

- Parent/Caregiver Conference

- Re-entry after Suspension

- Report to the School-Based Title VI

and/or IX Coordinator

- Restorative Conference or Practice

- Safety Plan

- Separate the Students

- Small Group Skill Building

- Stay-Away Agreement

- Student/Parent Conference

- Write a Letter to the Person Harmed

\*Other Interventions and Supports not

Listed

**TYPE II Behaviors**

**Chronic (persistent) Type I offense** that does not respond to early intervention.

**Disruptive Conduct:** Behaving in a manner that disrupts or interferes with the educational

process, including consensual sexual activity.

**Early Response to Mid-Level Profane and/or Abusive Language:** Writing or saying anything

which ridicules or humiliates another person on account of age, color, creed, disability, marital

status, national origin, race, religion, sex, gender identity, or sexual orientation, that are verbal,

physical, non-verbal or digital (including online) and where initial interventions are applied stop

the behavior. (lower level impact).

**Early Response to Harassment, Bullying, Intimidation:** Intimidation or abusive behavior

toward a student, staff, or the school community based on but not limited to: disability, race,

color, or national origin, sexual orientation or gender identity or expression, religion, or any other

protected class, that are verbal, physical, non-verbal, or digital (including online) where initial

interventions are applied to stop the behavior.

**Forgery:** Providing a false signature or altering school documents.

**Inappropriate Physical Contact:** Pushing, Shoving, Play fighting, or other inappropriate touching

that does not result in harm.

**Leaving Campus without permission:** failing to remain on school grounds, at any point after

arrival, without authorization which also includes school-sponsored activities such as field trips.

**Minor Arson:** An Action that may cause a fire, but flame and/or smoke do not fully develop, and

there is NOT any damage.

**Minor Deliberate Misuse of Property:** The intentional use without proper permission of property belonging to the school or an individual for a purpose other than that for which it was intended or in a manner likely to damage the property (where the items have a retail value of less than $50).

**Minor Insubordination, Defiance, Willful Disobedience:** Failure to respond to a proper and

authorized direction or instruction of a staff member that impacts others’ access to education or

has a substantial impact on the safety of others.

**Personal Electronic Device Violation:** When a student violates the school-based personal

electronic device policy of Off and Away All Day for a second time and/or third time.\*The

consequence for PED cannot result in any missed instructional time (e.g., suspensions, class exclusion, etc.).

**Minor Possession of Stolen Property or Theft:** Having in one’s possession or under one’s control property that has been stolen when the person possessing it has reasonable cause to believe the property has been stolen, or possession without permission of property belonging to another. Includes items with a retail value of $50 or less.

**Minor Physical Attack Causing Harm\***: Intentionally touching or striking another person against their will; or intentionally causing bodily harm to an individual.

**Minor Property Damage:** Including situations that will cost the School District to repair or

replace the damage or damage that involves a substantial disruption of school activities, such as

destruction of school records.

**Minor Technology Violation:** using technology equipment other than in the manner directed by

school staff, including but not limited to violations of obstructing the view of a camera, computer

use policy, or internet security.

**Plagiarism/Cheating:** Representing another person’s work as one’s own.

**Possession of Prohibited Items:** Possession of items that are not permitted at school. Includes

look-alike weapons that resemble a real weapon. Knives are considered prohibited items only,

unless used in a threatening, dangerous, or deadly fashion. (As with actual weapons, discipline for look-alike weapons must be done in consultation with the Student Conduct Coordinator)

**Trespassing:** Entering any school property or into school facilities without proper authority;

during school hours; including any school entry during a period of suspension or expulsion.

**Suspension is Possible and must be:**

- Developmentally appropriate.

- If for more than one day thought out and in partnership with the Student Conduct Coordinator

 and District Staff responsible for supervising the school.

- be used to create a plan that supports the student and allows staff to identify their role in the

student’s behavior

**Hearing is Possible** after consultation with the Student Conduct Coordinator and the District staff responsible for supervising the school.

**Possible Referrals:**

- Behavior Safety Assessment

- Security Services

- Suicide Screening

- Office of Civil Rights

- Racial Equity Social Justice

- Student Intervention Team

- Special Education/504

- DHS

- Crisis Line

- Substance Use Support

**TYPE III Behaviors**

**Chronic (persistent) Type II**

**Burglary:** Unauthorized entry into a School District building for the purpose of committing a

crime when the building is closed to students and the public.

**Display of Patently Offensive Material:** Displaying sexually, racially, or religiously patently

offensive materials.

**Escalated Response to Harassment, Bullying, Intimidation or abusive behavior** toward a

student staff or the school community student based on but not limited to: race, national origin,

color, sex, gender identity, sexual orientation, age, religion, physical or mental disability, the

harassment or bullying can be verbal, physical, non-verbal or digital (including online) and which persist even after interventions are applied and/or are pervasive. This includes but is not limited to:

 - Intimidation, threat of harm or retaliation for making a report

 - Any behavior that substantially interferes with a student’s education or that creates a hostile

 environment at school

 - Conduct that includes verbal slurs, biased speech, name-calling, or non-verbal behavior

 (ex: graphic or explicit written statements), mimicking sexual acts or motions.

 - Intentionally spreading rumors, gossip, or attempting to humiliate another student.

 - Repeated requests for nudes or sharing unwanted, explicit images, texts, and/or videos

**Escalated Response to Profane and/or Abusive Language:** Written or verbal (including

online) statements intended to ridicule or humiliate another student, which persists even after

interventions are applied and/or are pervasive.

**Extortion:** Using threats or coercion to attempt to obtain something valuable, such as money,

from another person.

**False Fire Alarm:** Reporting a fire to school or fire officials or setting off a fire alarm without a

reasonable belief that a fire exists.

**Fighting:** Involves mutual physical contact, such as pushing, shoving, and hitting, with or without injury (i.e., mutual combat).

**Firecrackers or Explosives:** Using or possessing any firecrackers, fireworks, bullets, ammunition, or explosive materials or devices.

**Interference with School Personnel:** Preventing or attempting to prevent school personnel from

engaging in their responsibilities through threats, violence, or harassment.

**Leaving Campus without permission:** Failing to remain on school grounds, at any point after

arrival, without authorization which also includes school-sponsored activities such as field trips.

**Major Insubordination, Defiance, Willful Disobedience:** Failure to respond to a proper and

authorized direction or instruction of a staff member that impacts others’ access to education or

has a substantial impact on the safety of others.

**Major Possession of Stolen Property or Theft:** Having in one’s possession or under one’s control property that has been stolen when the person possessing it has reasonable cause to believe the property has been stolen, or possession without permission of property belonging to another. Includes items with a retail value of more than ($50) or any keys, purses, or wallets, regardless of the value of their contents.

**Major Property Damage:** Including situations that will cost the School District to repair or

replace the damage or damage that involves a substantial disruption of school activities, such as

destruction of school records (where the items with a retail value of more than $50).

**Major Technology Violation:** Using technology equipment other than in the manner directed by

school staff that causes a substantial impact on the learning environment or school community,

including but not limited to recording fights, recording others without permission, posting on

social media, and repeated phone use violations.

**Major Physical Attack Causing Harm\*:** Physical Attack/Harm: Intentionally violent contact and/or touching that violates bodily autonomy or striking of another person against their will or

intentionally causing bodily harm to an individual.

**Reckless Vehicle Use:** Using any motorized or self-propelled vehicle on or near school grounds

in a reckless manner or to threaten health or safety or to disrupt the educational process.

**Threat/Causing Fear of Harm:** A behavior that indicates an intention to cause injury to the body or property of another person which immediately creates a fear of harm, without displaying a weapon and without subjecting the impacted individual(s) to actual physical attack. Threats may take many forms including verbal, gestural, written, electronic, or through a third person.

Suspension and Discipline Hearing Likely. Decision made in partnership with the Student

Conduct Coordinator and District Staff responsible for supervising the school.

- Possible Referrals:

- Behavior Safety Assessment

- Security Services

- Suicide Screening

- Office of Civil Rights

- Racial Equity Social Justice

- Student Intervention Team

- Special Education/504

- DHS

- Crisis Line

- Substance Use Support

**TYPE IV Behaviors**

**Chronic (persistent) Type III**

**Community Threat:** Communication of any sort that threatens school-wide violence via

social media posts, phone, or writing, that poses a direct and/or substantial impact to

the learning environment that may require support from PPS Security and Emergency

Management Services, Law Enforcement and/or Community Emergency Management

Services.

**Bomb Threat:** Reporting to school, police, or fire officials the presence of a bomb on or

near school property.

**Major Arson:** Action which may cause a fire, such as throwing a lighted item in a trash

container or intentionally starting any fire or combustion on school property regardless of

whether any damage occurs.

**Major Physical Attack Causing Harm\*:** Intentionally violent contact and/or touching that

violates bodily autonomy or striking of another person against their will or intentionally

causing bodily harm to an individual.

**Robbery:** Taking property from a person by force or threat of force.

**Sexual Assault (harassment or bullying based on sex):** a single, severe incident of

physical conduct of a sexual nature that occurs without consent or when a student cannot

grant consent due to incapacitation from alcohol or drugs. All forms of sexual assault,

sexual exploitation, sexual coercion, sexual abuse, teen dating violence, or acts that

involve coercion, intimidation, threat, or other abuse. If an incident occurred at school

or a school-sponsored event or activity, a district-led investigation is required. If the

incident occurred outside of school but has the effect of unreasonably interfering with the

student’s education, a district-led investigation may be appropriate.

**Severe Harassment, Bullying, Intimidation and/or bias incident:** Intimidation or

abusive behavior toward a student, staff, or the school community based on but not

limited to race, national origin, color, sex, gender identity, sexual orientation, age,

religion, physical or mental disability, the harassment or bullying can be verbal, physical,

non-verbal or digital (including online) and which persist even after interventions are

applied and/or are pervasive.

  *This includes but is not limited to:*

- Intimidation, the threat of harm or retaliation for making a report

- Any behavior that substantially interferes with a student’s education or that creates a hostile environment at school

- Conduct that includes verbal slurs, biased speech, name-calling,

- Conduct that includes non-verbal behavior (ex: graphic or explicit written statements), mimicking sexual acts or motions

- Intentionally spreading rumors, gossip, or attempts to humiliate another student

- Repeated requests for nudes

**Weapon(s) Violations:**

**- Dangerous:** Any weapon, device, instrument, material, or substance, which under

the circumstances in which it is used, attempted to be used, or threatened to be used

and is readily capable of causing death or serious physical injury.

**- Deadly:** Possession, use, or threatened use of any instrument, article, or substance

specifically designed for and presently capable of causing death or serious physical

injury.

**- Firearm:** Possession of a gun, including but not limited to a firearm which is

“designed to or may readily change to expel a projectile by the action of an

explosive and any explosive, incendiary, or poison gas.” (Section 921 of Title 18

of the U.S. Code.) “Possession” is defined to include, but not limited to, having a

weapon located: (1) in a space assigned to a student such as a locker or desk, (2) on

the student’s person or property (on the student’s body, in student’s clothing, in an

automobile), (3) under the student’s control, or accessible or available; for example:

hidden on school property. Confiscated guns are turned over to the police.

**Most TYPE IVs require a suspension and Discipline Hearing.** Decision made in

partnership with the Student Conduct Coordinator and District Staff responsible for

supervising the school.

**Possible Referrals:**

- Behavior Safety Assessment

- Security Services

- Suicide Screening

- Office of Civil Rights

- Racial Equity Social Justice

- Student Intervention Team

- Special Education/504

- DHS

- Crisis Line

- Substance Use Support

## [Discipline Policies](https://assets-global.website-files.com/5d3725188825e071f1670246/6062383b3f8932b212e9c98b_PBIS%20Cultural%20Responsiveness%20Field%20Guide%20v2.pdf#page=18)

Grant High School 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 deescalation space. De-escalation spaces are a predesignated 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). ECP Plans will be shared with administration no later than the day before back to school night. Co-creating classroom practices reduces variability between classrooms and makes it more consistent for students. Some sample plans are provided below and professional development time will be provided in the first two weeks of school to complete these documents.

The Effective Classroom Practices Plan template, covers the essential features of effective classroom practices: Structure, teaching expectations, acknowledging positive behaviors, and supporting regulation & restorative practices.

## [Feedback and Acknowledgement Systems](https://assets-global.website-files.com/5d3725188825e071f1670246/6062383b3f8932b212e9c98b_PBIS%20Cultural%20Responsiveness%20Field%20Guide%20v2.pdf#page=21)

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.

Description of our school-wide acknowledgement system:

* How to use in the classroom/ common areas
* Schoolwide systems (e.g. weekly drawings of acknowledgement tickets at lunch, monthly recognition assemblies, etc.): List and description of
* Feedback from students and families about current systems and planning for changes and improvements.

## Family Involvement & Feedback

| AUGUST | SEPTEMBER* Back to School Night
* Climate Team Meetings
* Site Council Meeting
 | OCTOBER* Climate Team Meetings
* Site Council Meeting
 |
| --- | --- | --- |
| NOVEMBER* Conferences
* Community Meeting
* Climate Team Meetings
* Site Council Meeting
 | DECEMBER* Site Council Meeting
* Climate Team Meeting
 | JANUARY* Climate Team Meetings
* Site Council Meeting
 |
| FEBRUARY* Black Excellence Celebration
* Community Meeting
* Site Council Meeting
* Climate Team Meetings
* Staffing Survey
 | MARCH* Climate Team Meetings
* Site Council Meeting
 | APRIL* Site Council Meeting
* Climate Team Meetings
 |
| MAY* Climate Team Meetings
* Focal Student family Night
* Site Council Meeting
 | JUNE* Site Council Meeting
* Climate Team Meetings
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## Fidelity [Data](https://assets-global.website-files.com/5d3725188825e071f1670246/6062383b3f8932b212e9c98b_PBIS%20Cultural%20Responsiveness%20Field%20Guide%20v2.pdf#page=24)

[**Culturally Responsive Tiered Fidelity Inventory (CR-TFI)**](https://www.pps.net/Page/13493) **& 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. During the 2025/2026 school year, the GHS Climate Team will collaborate to administer the CR-TFI and the FIT assessment.

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

* [Grant School Continuous Improvement Plan](https://docs.google.com/document/d/1Q_vz52pfsLQVKry3_19CW-PpvKge0NeeynFr2GPAGAY/edit?usp=sharing) (Currently displaying SCIP for 24-25, new one will be updated soon)

[**Successful Schools Survey (SSS)**](https://sites.google.com/panoramaed.com/portlandpublicschoolsmtssbestp/home)

* Completed once a year in November 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.
* Accessed via the Panorama [dashboard](https://secure.panoramaed.com/login).

[Recent SSS data](https://sites.google.com/panoramaed.com/portlandpublicschoolsmtssbestp/home)

* [Family Feedback (n=178)](https://drive.google.com/file/d/1uq85Va9W7BsxOire0gHUL2zRoW1keplv/view?usp=drive_link)
* [School Employee Feedback (n=84)](https://drive.google.com/file/d/17PA9ypT2ZnPjbfTEAd9LtjFkBn6gBMfc/view?usp=drive_link)
* [Student Feedback (n=864)](https://drive.google.com/file/d/1r04ZX0NVzvtiekHuLOcFffKKHLqj9XEg/view?usp=drive_link)