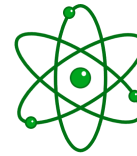


ACCESS ACADEMY

2025-2026



School Climate Plan

Mission

We are, and strive to be more so, a welcoming community of diverse and joyously accelerated learners, and we support each other's academic and social growth and success through richly personalized partnership, critical analysis, and authentic experiences.

Vision

By equitably serving our students and community, we strive to become a model school for others who are ready for acceleration.

Core Values

Acceleration
Community
Creativity
Equity
Service
Self-sufficiency

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

Acceleration
Community
Creativity
Equity
Service
Self-sufficiency

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 help ACCESS Academy 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

[Common Area Expectations](#)

[Voice Level Poster](#)

TEACHING COMMON AREA EXPECTATIONS

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

SCHOOLWIDE (TIER 1) CLIMATE PRACTICES

Each ACCESS Academy 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
- Classroom Community Agreements
- Community Circles
- Positive Atomic referrals to acknowledge expected behavior
- School counselor classroom lessons
- Social Emotional Learning classroom lessons
- Common Area Expectation lessons three times per year
- Calming spaces in each classroom
- Flexible seating
- Restorative 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 Out Meaningful Work Social/Emotional Skills Group Check and Connect	Function: Escape/Avoid Breaks are Better 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 PPS board policy, students must keep personal electronic devices off and away throughout the school day. This includes cell phones, tablets, smart watches, and similar devices. This is reflected in our school’s behavior matrix and discipline flowchart, linked below.



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

Defining & Classifying Behaviors		
Low Level Behaviors	Minor/Stage 1 Classroom Managed Behaviors	Major/Stage 2/3 Team Supported Behaviors
Language <ul style="list-style-type: none"> Language “slips” Inappropriate non swearing language Student repeats language but doesn’t understand its meaning 	Swearing/Vulgarity (written/spoken) <i>Synergy: Mild Cursing</i> <ul style="list-style-type: none"> Use of “lesser” swear words Use of obscene hand gestures Minor suggestive/sexual talk 	Swearing/Vulgarity (written/spoken) <i>Synergy: Indecent Gesture; Language, Abusive/ Profane</i> <ul style="list-style-type: none"> Use of “greater” swear words directed at others Repeated or obscene/offensive hand gestures Repeated or explicit/offensive sexual talk
Vandalism/Theft/Misuse of Property <ul style="list-style-type: none"> Careless accident Climbing on bathroom stalls, throwing paper towels Teasingly taking others possessions 	Vandalism/Theft/Misuse of Property <i>Synergy: Damaging Property; Taking Others Property</i> <ul style="list-style-type: none"> Thoughtlessly damaging property –can be easily fixed w/ little time or no cost 	Vandalism/Theft/Misuse of Property <i>Synergy: Technology, Use Violation; Theft-Minor or Major</i> <ul style="list-style-type: none"> Taking others possessions to keep Purposefully damaging property- may be timely or costly to fix
Annoyances <ul style="list-style-type: none"> Lack of focus Noise making and/or talking Out of seat Cutting in line 	Classroom Disruption <i>Synergy: Talking too loudly, Excessive Talking, Bothering Pestering, Mild Defiance or Not Following Directions.</i> <ul style="list-style-type: none"> Repeatedly off task, calling out that interrupts learning Repeatedly interrupting others while working Argumentative to peers and adults 	Chronic/Serious Classroom Disruption <i>Synergy: Disruptive Conduct</i> <ul style="list-style-type: none"> Disruptions where area or room needs to be cleared Extreme and/or unsafe Behaviors
Reluctant Compliance <ul style="list-style-type: none"> Initially resisting or ignoring directions 	Ignoring Instructions <i>Synergy: Mild Defiance, Not Following Directions</i> <ul style="list-style-type: none"> Repeatedly and intentionally ignoring reasonable requests 	Defiance <i>Synergy: Insubordination/Defiance/Disobedience</i> <ul style="list-style-type: none"> Insubordination Significant back talk



		<ul style="list-style-type: none"> Disrespectful, more aggressive body and/or verbal language
Teasing <ul style="list-style-type: none"> Altering names Annoying on purpose: bugging Doesn't care if it hurts others feelings 	Pre-harassment <i>Synergy: Teasing/Putdowns, Bothering/ Pestering</i> <ul style="list-style-type: none"> "Put Downs" or "roasts" Threatening stares Mean-spirited teasing Personal verbal attacks 	Harassment <i>Synergy: Harassment/Bullying, Extortion, Language, Abusive/Profane</i> <ul style="list-style-type: none"> Documented patterns of "put downs," "roasts," or personal attacks Threats/extortions Ethnic/racist, sexist, disability related, sexual orientation or religious based remarks
Hands/Feet/Objects to Self <ul style="list-style-type: none"> Poking or pushing Pinching, jostling Throwing class materials Retaliating as above 	Roughness <i>Synergy: Play Fighting</i> <ul style="list-style-type: none"> Play wrestling, body holds, light kicking, light hitting, shoving Pre-fighting, aggressive posturing and/or pushing Throwing class materials with the intent to hit others 	Fighting/Aggression <i>Synergy: Threat Causing Fear of Harm, Physical Attack/Harm, Physical Contact-Inappropriate</i> <ul style="list-style-type: none"> Hitting/kicking/punching/ pushing with the intent to seriously harm Encouraging another to fight Throwing class materials with the intent to harm others

Responding to Behaviors

	Low Level Behaviors	Minor/Stage 1 Classroom Managed Behaviors	Major/Stage 2/3 Team Supported Behaviors
Teacher & Admin Responsibilities	Behaviors are handled on the spot using simple redirections, intervention strategies and teachable moments (Repeated minor: teacher check-in with parent & team, Admin) <ul style="list-style-type: none"> Students stay in class No documentation for behavior outside of class, lunch, or recess clipboard Document parent contact (paper or Synergy) 	PPS Stage 1 Synergy referral used, and if applicable Partner Class Reset . (Teacher makes contact with parent by phone, voice mail, email or in person, document parent contact, paper or Synergy) <ul style="list-style-type: none"> Can include *chronic, repeated low level behaviors Enter incident in Synergy (refer to Administrator) No immediate involvement by Admin 	PPS Stage 2/3 referral used along with Repair session with admin. First parent contact is made by teacher or Admin (as discussed and/or appropriate). Teacher makes follow up contact with parent as necessary and documents it in Synergy. <ul style="list-style-type: none"> Can include *chronic, documented Stage 1 misbehaviors "Think in 3's" data-lens: 3 low-levels may = 1 Stage 1, 3 Stage 1's may = 1 Stage 2/3, fresh start every 3 weeks. Student goes to office for extreme/unsafe behaviors.
Supports & Interventions	<ul style="list-style-type: none"> Compliments Reteach rule Gentle reprimand Keep in proximity Pre-correction Private redirection Sensitive use of humor Praise for taking responsibility Identify replacement behavior Modify/differentiate work 	<ul style="list-style-type: none"> Classroom behavior contract (not SIT) Class circle/community meeting 	<ul style="list-style-type: none"> SIT Process & Tier II Interventions <ul style="list-style-type: none"> Daily Progress Report/Behavior Plan Counselor check-in/check-out Mentor at school/check and connect Breaks are Better Social Skills groups Motivating Success Through Partnership <ul style="list-style-type: none"> Safety plan Determined by Administrator according to Student Rights and Responsibilities Handbook
	<ul style="list-style-type: none"> Restorative inquiry and dialogue 	<ul style="list-style-type: none"> Repair Reflection 	



	<ul style="list-style-type: none"> • Change seating • Family contact • Time out (in-class) • Loss of privilege • Active but restricted recess/activities (ex: “walk the perimeter”) to provide an opportunity for reflection • Informal behavior contract 	<ul style="list-style-type: none"> • Restorative inquiry and conversation with student(s) involved followed by tangible repairing of harm • Time out/Partner Class Reset with (out of class- less than 15 minutes) • Parent contact and documentation • Structured or restricted recess • Loss of privilege/time out • MYP after-school Repair session 	<ul style="list-style-type: none"> • Repair session with Admin and Admin parent communication • Admin follow-up with staff • Class circle/community meeting • Restorative Community Service • Loss of privilege and/or activity • In-school Suspension • Consequence determined by Administrator according to Student Rights and Responsibilities Handbook.
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DISCIPLINE POLICIES

ACCESS Academy 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 space in the school, not the classroom, for students to de-escalate with adult support.

[Discipline Flow Chart](#)

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.

[ACCESS ECPS](#)

[Link to YOUR school's schoolwide Guest Teacher Support System]

Guest Teacher Support System

Every guest teacher is provided with a school support folder and check-ins.

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 giving Positive Atomic Referrals along with specific praise.

Description of our school-wide acknowledgement system:

- Positive Atomic referrals
- Staff can give to a student for any Atomic behavior they see
- Regular lunch drawings
- Feedback from students and families about current systems and planning for changes and improvements

Family Involvement & Feedback

AUGUST <ul style="list-style-type: none"> • Ice Cream Social • Community Care Day 	SEPTEMBER <ul style="list-style-type: none"> • Back to School Night • Climate Team Meetings • Site Council Meeting 	OCTOBER <ul style="list-style-type: none"> • Harvest Festival • Climate Team Meetings • Site Council Meeting
NOVEMBER <ul style="list-style-type: none"> • Conferences • Climate Team Meetings • Site Council Meeting 	DECEMBER <ul style="list-style-type: none"> • Site Council Meeting • Climate Team Meeting 	JANUARY <ul style="list-style-type: none"> • Climate Team Meetings • Site Council Meeting
FEBRUARY <ul style="list-style-type: none"> • Site Council Meeting • Climate Team Meetings • Staffing Survey 	MARCH <ul style="list-style-type: none"> • Climate Team Meetings • Site Council Meeting 	APRIL <ul style="list-style-type: none"> • Site Council Meeting • Climate Team Meetings
MAY <ul style="list-style-type: none"> • STEAM Night • Climate Team Meetings • Site Council Meeting 	JUNE <ul style="list-style-type: none"> • Talent Show • Site Council Meeting • Climate Team Meetings 	

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

 **CR-TFI Action Plan Template**

Successful Schools Survey (SSS)

- 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](#).

Recent SSS data

