
Harrison Park Middle School Climate Plan

2025-26

Mission

Our school community supports our students in the transition from elementary school to high school and beyond by providing academics that are rigorous and culturally relevant while fostering social and emotional growth.

Vision

To show our students the joy of learning now and in their future, we strive to provide them with an empowering and inclusive learning experience. We'll achieve this by:

- Ensuring that academics are both rigorous and accessible, leveraging strengths and supporting areas of improvement
- Practicing perseverance, making mistakes, and personal goal setting
- Celebrating our students' cultures, languages, and interests
- Recognizing that we teach the whole person - intellectual, social, emotional, and physical - and all are key components of learning.

Core Values

H is for HEALTHY
P is for PURPOSEFUL
M is for MINDFUL
S is for SLAY

WHAT IS SCHOOL CLIMATE?

SCHOOL CLIMATE OVERVIEW

School Climate encompasses culturally relevant Positive Behavioral Interventions and Supports (PBIS), restorative practices and schoolwide transformative social-emotional learning opportunities for all students. Racial equity and social justice are woven into all aspects of school climate to ensure that all students experience 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. 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

1. **Healthy:** We make and encourage healthy choices for ourselves and others. Taking care of ourselves physically, mentally, & emotionally. Aiming to be safe with our body and give space to others.
2. **Purposeful:** We are intentional with our thoughts and actions at school. We own our choices and behavior, while aiming to improve as our best selves. We show up to school with the necessary supplies and are ready in our seats when the bell rings for class. We set positive intentions for ourselves and work to meet those insights.
3. **Mindful:** We pay attention to our needs and the needs of our schoolmates. We are able to thoughtfully consider ways we can support others, while also advocating for personal needs. We are considerate to the community and positive are contributors socially and academically. We think beyond ourselves and center our attention on how we positively impact our school community.
4. **Slay:** We deliver our best selves and because we bring the best version of us, we exceed. We embrace challenges and productively struggle toward success. We exude joy by embracing and sharing our collective understanding of one another through the moments we experience together.

Our Core Values were created with student, staff, family & community input. Midway through the 23/24 school year we had two classes review our work and they made some shifts based to ensure student views were at the center of our work. Posters are displayed 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 Harrison Park Panthers 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

TEACHING COMMON AREA EXPECTATIONS

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

[HP Schoolwide Expectations](#)

Expectations will be taught in Advisory.  First Days 25/26 Welcome/Expectations

SCHOOLWIDE (TIER 1) CLIMATE PRACTICES

Each Harrison Park 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
- Attendance Awards
- Classroom Community Agreements
- Community Circles
- Panther Pay to acknowledge expected behavior
- School counselor classroom lessons
- Social Emotional Learning classroom lessons (We Do It For The Culture)
- Common Area Expectation lessons three times per year
- Calming spaces in each classroom
- Flexible seating
- Skill Builder Reflection Intervention
- Reward Activities
- Positive Home Communication

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. **Caregivers 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.

 [HP 25-26 Cell Phone Policy](#)

BEHAVIOR DEFINITIONS AND DISCIPLINE PRACTICES

Harrison Park has created and aligned around behavior definitions and discipline practices to describe how staff will consistently 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 non-punitive space in the school, not the classroom, for students to de-escalate with adult support.

- [HPMS Behavior Flowchart](#).

**Purpose of All Student Behavior Responses:
De-escalate, Resolve, Restore, Re-teach, Return to Learning**



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EFFECTIVE CLASSROOM PRACTICES PLANS

Every teacher will have an Effective Classroom Practices Plan (ECP Plan). These plans cover the essential features of effective classroom practices: Structure, teaching expectations, acknowledging positive behaviors, and supporting regulation & restorative practices.

Co-creating classroom practices reduces variability between classrooms and makes it more consistent for students. Teachers are given time to create aligned plans prior to the start of school and plans are shared with administration no later than the day before back to school night.

See sample plans Effective Classroom Practices Plans here.

{Link folder that has **view only access to anyone with link** that includes all teachers' ECP plans}-TO BE LINKED

Teachers will have guest teacher/substitute binders that are easily accessible in their classrooms. These are red to ensure they are easy to spot. Staff is asked to put the following climate pieces in their binder:

Copy of ECCP

List of students who can support

Information on students with special plans etc.

Who to contact in the event of an issue/emergency

Who their time out partner is and protocols around this

FEEDBACK AND ACKNOWLEDGEMENT SYSTEMS

Research shows that when staff observe and acknowledge students exhibiting expected behaviors, those behaviors will increase and unexpected behaviors will decrease. Specific praise is important in increasing the recurrence of expected behaviors. When observing expected behaviors in the common areas/ classrooms/ buses, all staff acknowledge students exhibiting our core values verbally, with specific praise, and by awarding Panther Pay.

Description of our school-wide acknowledgement system:

- [Panther Pay](#)
- Students will earn individual Panther Pay.
- Teachers and staff will hand out Panther Pay when students exhibit the school wide expectations.
- Panther Pay can be used for monthly drawings and for redemption items from the Student Store. HP is looking to provide other incentives throughout the year and offer opportunities to use Panther Pay (lunch/classroom/school wide and special assemblies) based on student feedback.
- Quarterly Rewards Events

Family/Caregiver Involvement & Feedback Opportunities

AUGUST	SEPTEMBER	OCTOBER
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<ul style="list-style-type: none"> ● Community Care Day ● Open House ● 6th Grade Parent Coffee (25th) 	<ul style="list-style-type: none"> ● PTA Meeting ● Parent Workshop ● Principal Coffee Talk ● Curriculum/TAG Night 	<ul style="list-style-type: none"> ● Site Council Meeting ● Principal Coffee Talk ● PTA Meeting
<p>NOVEMBER</p> <ul style="list-style-type: none"> ● Conferences ● Parent Workshop ● Principal Coffee Talk ● PTA Meeting 	<p>DECEMBER</p> <ul style="list-style-type: none"> ● Site Council Meeting ● Parent Workshop ● Winter Carnival ● Principal Coffee Talk 	<p>JANUARY</p> <ul style="list-style-type: none"> ● Parent Workshop ● Arts Showcase ● Site Council Meeting ● Principal Coffee Talk ● PTA Meeting
<p>FEBRUARY</p> <ul style="list-style-type: none"> ● Site Council Meeting ● Principal Coffee Talk ● PTA Meeting 	<p>MARCH</p> <ul style="list-style-type: none"> ● Parent Workshop ● Multicultural Night ● Principal Coffee Talk ● PTA Meeting 	<p>APRIL</p> <ul style="list-style-type: none"> ● Climate Team Meetings ● Principal Coffee Talk ● 6th Grade Open House ● PTA Meeting
<p>MAY</p> <ul style="list-style-type: none"> ● Site Council Meeting ● AVID Night ● MIP Capstone Night ● Principal Coffee Talk ● PAT Meeting ● Arts Showcase 	<p>JUNE</p> <ul style="list-style-type: none"> ● 8th Grade Promotion 	



DATA THAT INFORMS OUR CLIMATE PLAN

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

- {Link to 2025-26 SCIP}- Nearly Complete to be posted

Successful Schools Survey (SSS)

- Completed once a year in November by all students (grades 3-12), staff, and caregivers.
- Reviewed by the School Climate Team and shared with staff, students and caregivers. Used to monitor and adjust climate initiatives.

Recent SSS data

-  portlandor+panorama-results-236d5670-e0dd-40a7-89eb-0a99511d3ad9

