

Jackson Middle School



2025-2026
School Climate Guide

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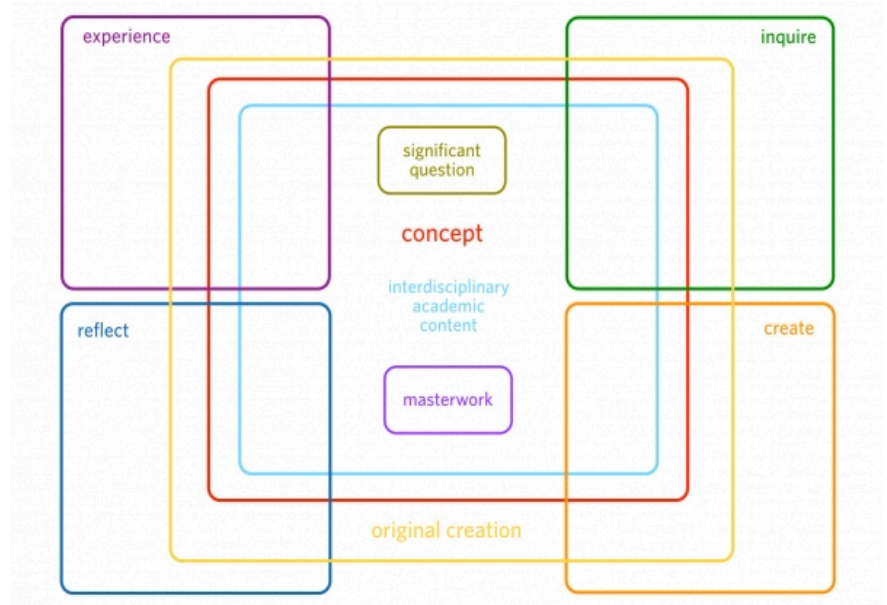
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Mission Statement

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 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 :

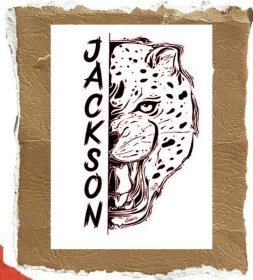
- Whole class is having a good day.
- Positive behavior is temporary.
- Doing homework.



Common Area Expectations

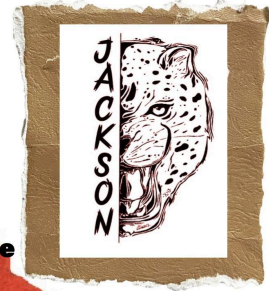
Bathroom Expectations

**GO
FLUSH
WASH
LEAVE**



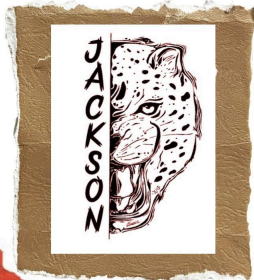
Hallway Expectations

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



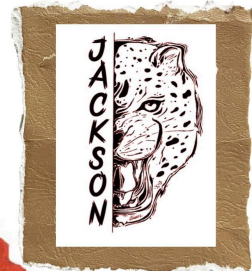
Cafeteria Expectations

**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**



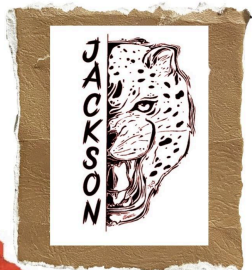
Library Expectations

**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 28th, 2025 PBIS Rotations: *Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide.*

December 1st, 2025 PBIS Review: *Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide.*

January 6th, 2026 PBIS Rotations : *Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide.*

March 30th, 2026 PBIS Review: *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 go beyond traditional discipline and instead, emphasizes repairing the harm caused by hurtful behavior. Before engaging in these practices, student 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?

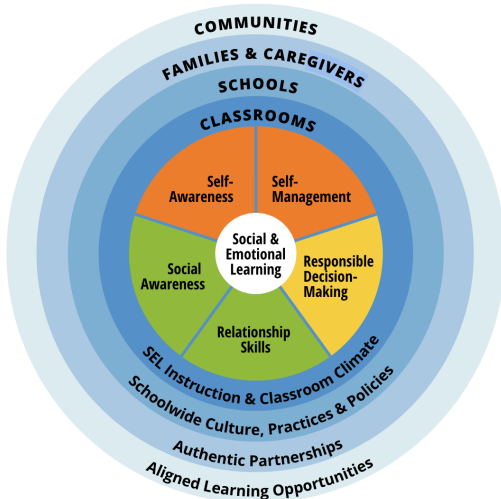
Community Building Circles allow classroom communities to develop relationships by asking a series of low-impact questions to get to know one another. Circles should be done as often as possible to ensure relational trust is developed over time.

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](#) 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 to and responded 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 restorative conversations
 - Disciplinary action 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.



Student Safety, Rights and Reporting

Safe School Statement

All students have the right to feel safe and included at Jackson Middle School so that they can thrive academically and socially. Bullying, harassment, and discrimination are not tolerated. This includes bullying, harassment, and discrimination on the basis of race, gender, religion, disability, national origin, sexual orientation, and gender identity. This includes in-person behavior as well as online and social media activity. Students should immediately report any instance of bullying, harassment, or discrimination to an adult. If you see something, say something.

Student Rights Specific to Gender Identity & Gender Expression

All students in Portland Public Schools have the right to:

- Be treated equally and be free from bullying, harassment, and discrimination, regardless of sexual orientation, gender identity, or gender expression. Report bullying or harassment without fear of consequences or retaliation and have that report acted on by administrators.
- Assert their gender identity at school, and be addressed by a name and pronouns that correspond to their gender identity.
- Have access to a bathroom and locker room that corresponds to their gender identity, and to make alternative arrangements to dress down for PE if they feel uncomfortable in the locker room.
- Participate in PE and sports that correspond with their gender identity.
- Wear clothing that expresses their gender identity (as long as it follows PPS dress code, which applies to all students regardless of gender).
- Be out about their identity at school. (And also, to keep their identity private if they choose to do so.)
- With parent permission, students can change their first name in the school's information system. Without parent permission, students can change their preferred name in the school's information system.
- With parent permission, students can change their gender marker to male, female, or nonbinary in the school's information system. All that is needed to make this change is a written request to do so, using the [Name & Gender Change Form](#). (If a student does not have parent permission to make this change, a student still has the right to be referred to by the name and pronouns that correspond to their gender identity.)

For more detailed information on the rights of Transgender, Nonbinary and/or Gender Diverse Students, please contact your school counselor or read the [PPS Gender Diversity Support Guide](#).



At Jackson, when incidents (harassment, bullying, etc.) occur, they are reported and responded to by staff following the school-wide reporting procedure. In addition, the following distinctions are considered:

Conflict vs. bullying - What's the difference?

Bullying = repeated, intentional, targeted, power difference, serious

Normal conflict = one time, possibly unintentional, random, no power difference, minor

Conflict

- Is a struggle between two or more people who perceive they have incompatible goals or desires.
- Occurs naturally as we interact with one another. It is a normal part of life that we will not always agree with other people about the things we want, what we think, or what we want to do.
- There is equal power between those involved.

Bullying

- Is behavior with the intent to hurt, harm, or humiliate.
- Is unfair, one-sided, and there is an imbalance of power*.
- Happens when someone keeps hurting, frightening, threatening, or leaving someone out on purpose.
- Can be repeated or threatened to be repeated.

*Power can mean the person that is bullying is older, bigger, stronger.

Cyberbullying

- Is bullying that takes place over digital devices like cell phones, computers, and tablets.
- It can occur through SMS, Text, and apps, or online in social media, forums, or gaming where people can view, participate in, or share content.
- Includes sending, posting, or sharing negative, harmful, false, or mean content about someone else.
- It can include sharing personal or private information about someone else causing embarrassment or humiliation.
- Some cyberbullying crosses the line into unlawful or criminal behavior.

PPS Title IX

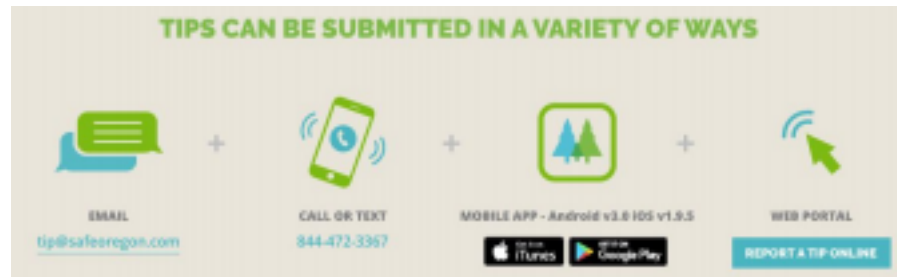
PPS is dedicated to ensuring that all complaints of sexual harassment and sexual violence are investigated thoroughly. Title IX applies to all PPS students, staff, and third parties regardless of holiday, extended school closure, or modification of the educational environment such as online learning, chat groups, social media, etc.

SafeOregon

Please do not hesitate to reach out to the administration via phone or email. If needed [SafeOregon](#) is an alternative reporting system for unsafe or concerning behavior. SafeOregon is a program created for



Oregon students, parents, school staff, community members and law enforcement officers to report and respond to student safety threats. Website address: <https://www.safeoregon.com/>



PPS Student Rights & Responsibilities



Students are expected to abide by the school district's policies as outlined in the [Portland Public School District 's Students Rights & Responsibilities Handbook](#) as well as state and federal laws. This book outlines possible school rule violations, and associated consequences and interventions related to these. Violation of criminal law while on school property will subject a student to possible suspension and/or expulsion from school along with possible legal penalties.

Bus Transportation & Safety

Student Transportation Services are run through the central office of PPS. Their handbook states that they are responsible for "protecting first the health and safety of its students and employees and secondly, recognizing the rights of each individual child to a quality education." More information can be found at: <https://www.pps.net/Page/179>

All PPS students receive school bus safety instructions annually on site. This program is designed to familiarize students with school bus safety and emergency evacuation. Students are held to the behavioral expectations outlined in OAR 581-053-0010 "Rules Governing Pupils Riding School Buses." Students not in compliance with those expectations would see the following sequences of consequences: Bus Driver Action Sequence* (**steps may be skipped for a serious infraction and are subject to administrative discretion*)

1. Informal warning by bus driver
2. Verbal warning and assigned seat by driver
3. Referral and bus contract
4. 2nd referral: 1-3 days suspension from bus
5. Repeated referrals: extended suspension from bus.

Policies and Practices

Arrival and Dismissal

For reasons related to supervision, students must wait to enter the building until 9:05 am, for breakfast in the cafeteria. Once a student has arrived on campus, for safety reasons, they should remain on campus until dismissal or signed out in the main office.

There is limited supervision after school and all students need to leave campus upon dismissal. Unless supervised, no student should be on campus after 4:30pm.

Hall & Restroom Passes



Our expectation is that students are in class for the entire period, and should rarely need to leave the instructional environment. If a student must leave to use the restroom or for another legitimate purpose (leaving for an appointment, etc.), they should ask the teacher for permission, take the hall pass, and travel with purpose. Students are expected to be in class during the first and last 10 minutes of each period so as not to miss key learning; therefore no passes will be given during this period. Students found in the hall without passes will be sent back to class.

Repeated incidents will necessitate parent/student conferences, and possible discipline interventions.

Water Bottles

Students are encouraged to bring reusable water bottles to stay hydrated throughout the day. Working water fountains are available on site.



Cell Phones and Personal Technology at School

Jackson will be implementing an “Off & Invisible” policy with the expectation that phones and personal technology will not be used once the school day begins (9:05-4:00.) As we learn more about the effects of screen time and their impacts on developing brains we would like to encourage families to support their students in

leaving phones and other electronic devices at home or locked in their locker for the day. We are working to be able to provide any technology students need for learning during the school day, so no phones are needed for studying or accessing school during the day.

As district middle schools and high schools are talking about the electronic device policy, we are making common agreements so that there is consistency across the district. Below are the guidelines for electronic devices in our school:

- The definition of an electronic device includes cell phones, ear buds, smart watches, personal lap tops, etc...
- Electronic devices are to be off and away all day. This means that they are either left at home or they are in their lockers including lunch time and passing times. They should not even be in their pockets.



- If a student has their electronic device out, it will be confiscated and turned in to the office. The student may pick up the device at the end of the day.
- If a student has their electronic device out a second time, it will be confiscated and they will be put on an electronic device contract. This means that they will have to turn in their device to the office at the beginning of the day and pick it up at the end of the day. The contract will last for a specific period of time.
- If a student has been on a contract and they have their device returned to them at the end of the contract period and they are caught a third time, the device will be confiscated and locked up in the office until the parents can come and pick it up. They will also be required to keep their devices at home during the school day for a specific period of time.

Parents, there are a couple of ways that you can support your child with this policy. First, review the policy with your child and make sure they understand the levels and consequences. Second, support us with the policy by NOT calling or texting with your child during the school day. We frequently have parents come to the office and say they got a message from their child that they are not feeling well. All of those conversations need to go through the office so we are aware of what is going on. And if your child does text you during the school day, DO NOT RESPOND because it is against Oregon State Executive Order 25-09. We truly appreciate your support.

Thank you in advance for supporting us with this important move to increase student engagement with learning and social interactions while at school.

Families, if you have an emergency and need to contact your student during class time, please call our office at 503-916-5680. We are not responsible for and will not investigate lost or stolen cell phones on campus.

Outside of Yearbook activities and supervised class assignments, it is NOT appropriate to take pictures or to record using a cell phone or electronic device while at school.



Emergency Procedures

In the event of an emergency, students are expected to pay close attention to all directions given by the adult in charge. Students and staff will exit the building in an orderly fashion through the emergency exit plans posted throughout the building. Students will remain in the designated areas away from the building until an "all clear" announcement to return to the building is given. All emergency procedures will be taught and practiced throughout the school year.



Lockers

Students will be issued a locker. Lockers are school property and may be opened at the discretion of a building administrator. Students are to use the locker they are assigned. Locker switches will be made by our School Climate Specialist only. Most locker problems occur when lockers are left unlocked, combinations are pre-set, or locker combinations are shared. **The school does not assume any**

responsibility for damage or theft on school property.

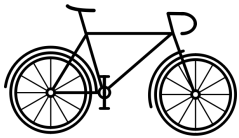


Please use this link to read our [Jackson Locker Policy](#).

Care of your locker:

1. Keep your locker combination to yourself.
2. Keep your locker closed and locked.
3. Keep your locker clean and orderly.
4. Keep out of other students' lockers.
5. Leave valuables at home.

Bicycles, Skateboards, and Scooters



In order to assist with the protection and safekeeping of student bicycles and skateboards, please follow these guidelines:

1. State law requires that helmets be worn when riding a bike or skateboard.
2. All bicycles should be locked to the bike racks located in the bike corral in front of the school or behind the school near the field.
3. Students may not ride bicycles or skateboards during school hours or on school campus.
4. If a student's bike is damaged or lost, please report it immediately to the school office and the SCS will coordinate contacting the school police. Knowing the serial number will assist in proper safekeeping. **The school does not assume any responsibility for damage or theft to bicycles on school property.**
5. Skateboards and scooters must be stowed in lockers or the main office during the school day and may not be ridden in the hallways.



Basketballs and other Athletic Equipment

Basketballs and other athletic equipment (soccer balls, footballs, etc) should be left in the bins inside the front doors. There is a bin for each grade. Students can grab their ball from the bin during lunch. Balls and other equipment should never be out in the hallways or classrooms. If they are in the hallways or class they will be taken to the office by staff. **Please put your name on your ball.**

Student Programs and Services

School Counseling Program

Jackson's school counseling program's mission is to help students equitably access their education and develop skills necessary to become lifelong learners, capable of overcoming adversity. We provide a nurturing environment and remove barriers so that students may feel safe to take risks and critically engage with their learning.

We deliver social-emotional, academic, and college & career readiness through one-on-one support, psychoeducational small-groups, and classroom lessons. We believe achieving our mission relies on the development of meaningful relationships with our students and their support systems; including families, school staff and community partners.



- 6th Grade school counselor: Ms. Maleka/Ms. Kandice
- 7th Grade school counselor: Ms. Chandler
- 8th grade school counselor: Ms. Pam



Student Organizations & Activities

[Portland Interscholastic League \(PIL\)](#) offers sports, which are open to all students. PIL sports run on their own schedule; information will be distributed as it becomes available.

Clubs and Student Affinity Groups

Jackson is looking forward to building its menu of clubs and activities for students. If you are interested in starting a Club or being a member of an Affinity Group, please contact our School Climate Specialist, Ms. Kim kimgoldman@pps.net or Ms. Ayala at nayala@pps.net.

Schools Uniting Neighborhoods (SUN)

SUN will also be operating at Jackson. We will have a number of community partners that will be joining our school community. This year we have the following organizations:

Impact NW SUN: Liam O'Neill : Loniell@impactnw.org

Latino Network SOL: Diana Garcia garciad@latnet.org

AYCO: Shuaib Sheikh shuaib@aycoworld.org

Black Excellence: Amina Mohamed amohamed@pps.net

Attendance

Attendance Procedure

Attendance will be taken every class period. Students are expected to be on time and in class for each period. In the event of an unexcused absence, families will be contacted and a conference may be necessary. According to ORS 339.965, excused absences are: Personal illness, Family illness, Appointments, Emergencies, Funerals, and Suspensions. Parents/guardians of students with unexcused absences are called via the PPS Auto-dialer system twice daily beginning at 12:00 pm and 5:00 pm. Our school attendance team meets weekly to address issues and concerns. Families may be contacted if student attendance drops below 80% and/or after 5 consecutive absences then again after 10 consecutive absences.

Reporting Absences

- The attendance line is 503-916-6205
- If students are absent from school for any reason, a phone call to the main office by 8:45 AM



from a parent/guardian is required to inform the school that the student will not be present.

- If a note is written to excuse an absence, the note must be signed by a parent or guardian and include the date(s) and specific reason for the absence.

Tardies

We expect students to be in class and actively engaged in learning from bell-to-bell. The first minutes in class are critical as teachers are often presenting new information and setting the academic tone for the lesson. The school opens at 9:05 am and the tardy bell rings at 9:15 am. Students have 4-minute passing period between classes. Students with 5 or more tardies will serve a lunch detention. Failure to report to lunch detention will result in morning detention.

Attendance Calculations

- Full Day Absence: missing 51% or more of the day
- Half Day Absence: missing 25% - 50% of the day
- Class Absence: missing more than 25% of the class period (more than 15 minutes)
- Tardy: Not present at the start of class and misses less than 25% of the class period (less than 15 minutes)

10 Consecutive Days Absent Withdrawal

When a student has been absent for 10 consecutive days, the student must be withdrawn from enrollment by the school. Some examples of students who must be withdrawn are: a student on a long-term medical leave, on extended vacation, or taking early release at the end of the school year. A student who is absent and completing homework assignments must still be withdrawn according to State law. Jackson will actively help families with re-enrollment.

Appointments, Check In/Out Procedures

Students who arrive late, or need to leave early due to an appointment, must be signed in/out in the main office. If a student arrives late without a note or parent, it will be an unexcused tardy. Students are not called out of class until the parent arrives in the office.

This process is an effort to reduce the number of interruptions during classroom instruction. We realize some appointments and family needs cannot be prearranged. In this case, the office will call for the student to leave when family arrives. If a family arrives while the student is at lunch, please be aware that it may take time to locate the student, as several hundred students eat lunch simultaneously.

Planned or Pre-Arranged Absences

If for any reason a planned extended absence from school becomes necessary, please notify the school secretary by phone at least one week in advance to make arrangements. Students are responsible for communicating with teachers regarding homework. Please note that teachers are not required to



prepare advance homework packets for students on extended vacations.

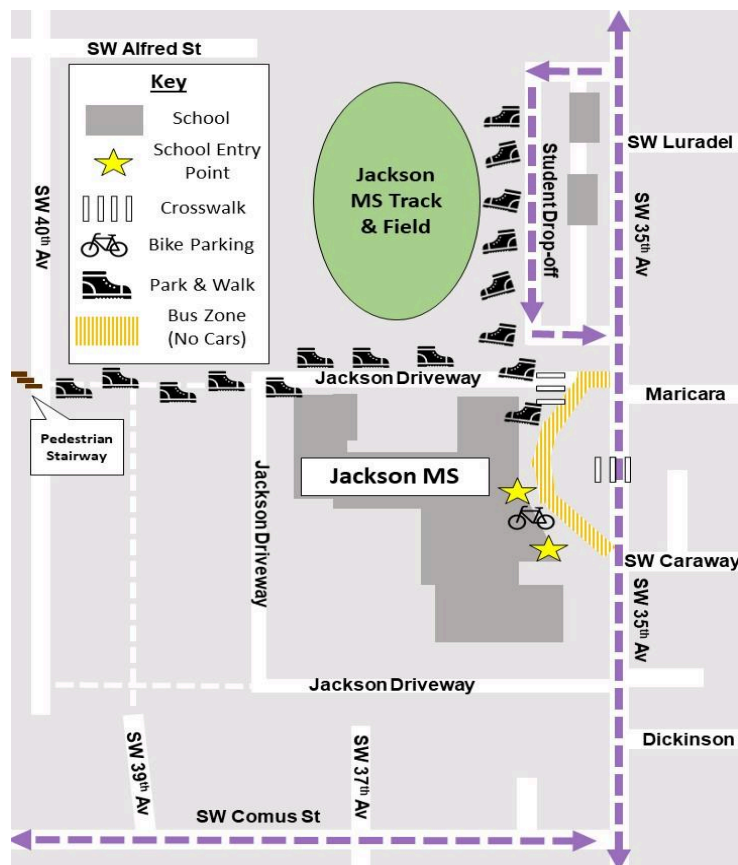
Additional Family Information

Emergency Evacuation

In the event of a catastrophic emergency that renders both our school building and school grounds unsafe, families should plan on finding their student at our off-site evacuation location. Families should note that only parents/guardians and people identified on their student's emergency contact list will be allowed to pick up their students. Each person with authorization to pick up a student must be prepared to show a photo ID before the student will be released to them.

Student Arrival & Dismissal

Please use Jackson's suggested traffic direction flow map whenever driving to school. This flow around the school will encourage predictability and increase safety during pick-up and drop-off times. If driving your child to school, it is always recommended to park a few blocks away from school and walk the rest of the way to increase physical activity, improve air quality around school, and decrease congestion.



Volunteering

There are many ways you can volunteer at Jackson. Come to a PTA meeting and learn more about volunteering through the PTA or even become a PTA board member. Jackson provides additional opportunities to give your time, including committees and classroom support. We will have more information on volunteer training in our weekly newsletter.

School and Family Communication Tools

Below is a list of some tools available for families and community members to get information about what's going on at Jackson Middle School.

School Website: <https://www.pps.net/jackson>

This is where you can access information about the school; meet our staff, get an updated school calendar.

Social Media:

Instagram:

Synergy ParentVue: <https://parent-portland.cascadetech.org/portland/>

This tool can be used to access your student's grades, attendance, information, and also to communicate with teachers. Students will have access to the same information using Synergy StudentVUE.

SafeOregon: <https://www.safeoregon.com/>

SafeOregon is a program created for Oregon students, parents, school staff, community members and law enforcement officers to report and respond to student safety threats.

Parent Square: This tool is used to send email and text messages when there is an urgent notice from Jackson Middle School. Families are automatically signed up for this service when their student enrolls.

Jackson Newsletter: The "JagWire" weekly newsletter contains key information, announcements, updates, and resources from Jackson administration, as well as information from parent groups and organizations. It is sent to your email address and is posted on the Jackson website.

School Café: <https://www.schoolcafe.com/>

A safe, secure online payment system that can be used to manage PPS student meal accounts. This school year, 2025/26, all meals are free to PPS families. Otherwise, families can make one-time payments or setup autopay, setup low balance alerts and submit/track a free or reduced meal application.

School Pay: <https://pps.schoolpay.com/>

An online web tool that allows PPS families to pay for items such as registration fees, athletic fees, event tickets, uniforms, library fees and donations without having to make a special trip to the school or send a check with their students.



Staff Resources

The Climate Team 2025-26:

- 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

