Jackson Middle School
School Climate Handbook

WE ARE RESPONSIBLE

WE ARE RESPECTFUL

WE ARE REASONABLE

2020 - 2021

Artful Learning®

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.

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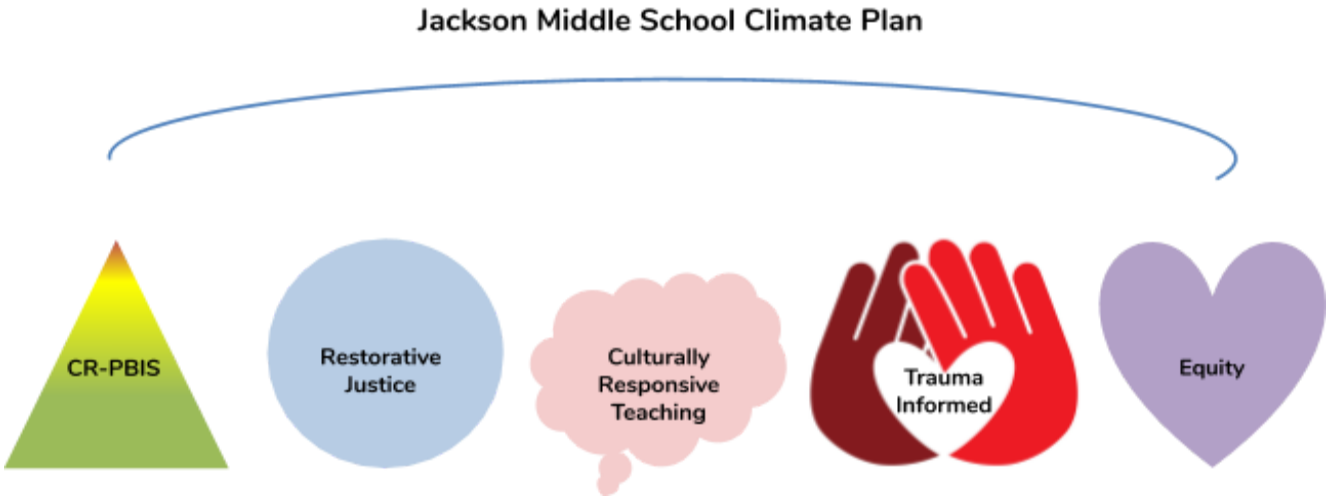
What Is School Climate?

School Climate Overview

The School Climate Plan at Jackson Middle School encompasses CR-PBIS (Culturally-Responsive Positive Behavioral Interventions & Supports), Restorative Justice, Culturally Responsive Teaching, trauma-informed strategies all with the lens of racial Equity that are explicitly called out and woven in.



CR-PBIS (Culturally-Responsive Positive Behavioral Interventions & Supports)

CR-PBIS (Culturally-Responsive Positive Behavioral Interventions & Supports) uses implementation science to help students 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.

More specifically:

- Accesses all stakeholders to develop and promote school values
- Develops common area expectations for all parts of the building
- Designs lesson plans and schedules to teach common area expectations throughout the year.
- Creates and maintains systems to acknowledge students who are following the school values and expectations. This may be acknowledgement tickets, regular assemblies, or awards for individuals, classes, grade levels, etc.
- Develops school wide policies that are proactive, preventative and restorative.
- Utilizes staff input to build corrective discipline systems (i.e. a flowchart) and calibrate clear definitions of student behaviors.
- We systematically assess and review student and family voices and adjust our practices to reflect the needs of our community (See *Tier I Evaluation*)

Restorative Justice

Restorative Justice is a range of community building, peacemaking practices adapted to the school setting. The intention is to build trusting relationships and offer restorative alternatives to punitive discipline. Restorative Inquiry is an essential restorative practice. A series of guiding questions are asked:

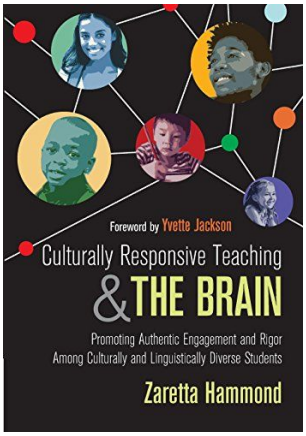
- What happened?
- Who was affected/impacted?
- What can be done to make and keep things right?
- How can others support you?

Culturally Responsive Teaching & the Brain

Jackson staff use the ready for rigor framework from Zaretta Hammond's *Culturally Responsive Teaching & the Brain* to intentionally be inclusive of students' diverse learning styles so that students can become independent learners through:

Learning Partnerships

- Re-imagine the student and teacher relationship as a partnership
- Take responsibility to reduce students social-emotional stress from stereotype threat and microaggressions
- Balance giving students both care and push
- Help students cultivate a positive mindset and sense of self-efficacy
- Support each student to take greater ownership for their learning
- Give students language to talk about their learning moves



Community of Learners & Learning Environment

- Create an environment that is intellectually & socially safe for learning
- Make space for student voice & agency
- Build classroom culture & learning around communal (socio-cultural) talk & task structures
- Use classroom rituals and routines to support a culture of learning
- Use principles of Restorative Justice to manage conflicts & redirect negative behavior

Trauma-Informed Practices

Jackson Middle School **realizes** both the widespread impact of trauma and the role the school can play in promoting resiliency; **recognizes** the signs and impacts of trauma in students, families and staff; and **responds** by fully integrating knowledge about trauma into policies, procedures, and practices, and seeks to actively **resist re-traumatization** of students and families. Adopting a trauma-informed approach requires constant attention, caring awareness, sensitivity, and a cultural change at the organizational level. These are the 6 guiding principles we use in our trauma-informed approach:

* Adapted from SAMHSA's Concept of Trauma and Guidance for a Trauma Informed Approach (2014) by the DCI trauma informed schools advisory group.

Equity

Portland Public Schools is committed to academic excellence and personal success for all students. Our aim is to elevate PPS Racial Equity and Social Justice practices to a comprehensive, defined framework with clear system-wide equity and social justice actions and measurable results.

The primary focus of the Racial Equity and Social Justice lens is on race and ethnicity. While there continues to be a deep commitment to many other areas of the opportunity gap, we know that a focus on race by everyone at PPS allows direct improvements in the other dimensions of diversity. We also know that race and ethnicity continue to compound disparity. We are committed to explicitly identifying disparities in education outcomes for the purpose of targeting areas for action, intervention and investment.

The School Climate Team (Tier I)

School Climate Team Information (1.1/1.2)

The Jackson Middle School Climate Team is currently represented by school admin, counselors, classroom teachers (core and elective), and district coaching supports.

Team Member	Name	Primary Meeting Role	Backup Meeting Role
Administrator	Karl Newsome	Facilitator	
Family/Community Member	TBD		
Behavioral Expertise	Mary Ventura		
District Support	Vanessa Martinez	MTSS Support & coach	
Knowledge of Academic/Behavioral Patterns	Bassi Kirk Rehm Vanessa Smith James Mayik Tini Maier Marci Sams	Classroom Teachers PLC Team Representatives Cross Team Rep from	
Knowledge of School Operations/Programs	Karl Newsome Elley Cannon		

Climate Team Meeting Schedule 2020-21

We meet once a month on the third Thursday.

Month	Date	Time	Room	Topic/Assessment
August	N/A	N/A	N/A	N/A
September	17	4-5:00	Community RM or virtual	Successful Schools Survey; Introducing circles
October	15	4-5:00	Community RM or virtual	Owning Up; feedback on year intro
November	19	4-5:00	Community RM or virtual	Owning Up; Q1 data and procedural review
December	17	4-5:00	Community RM or virtual	Owning Up; acknowledgment system review

January	21	4-5:00	Community RM or virtual	Expectations; Owning Up
February	18	4-5:00	Community RM or virtual	TFI Assessment
March	18	4-5:00	Community RM or virtual	Determine TFI priorities & plan of action
April	15	4-5:00	Community RM or virtual	School Climate plan revisions & update
May	20	4-5:00	Community RM or virtual	Prepare PD for School Climate plan

Meeting Agenda

Jackson Climate Team Meeting & Agenda 2019-20 will be driven by the Tiered Fidelity (TFI) Action Plan and will include the following items:

- Monthly Discipline Data Review
- CR-PBIS School-wide Systems Planning and implementation
- Climate Matrix Instructional Planning
- Procedure and process planning for common discipline practices (integrated restorative practices)
- Professional Development planning for staff around themes of equity, inclusion, school & classroom climate, Restorative Justice practices, trauma-informed approaches, and culturally responsive instruction

Tier I Implementation

Programmatic Supports for all Students

Schoolwide Values and Common Area Expectations (1.3)

Our School Values are:

- We are responsible
- We are respectful
- We are reasonable

Posters communicating these values are visible to students, staff and families. The intention is to send a consistent message about what our school community values and how it looks in the different common areas. This will help Jackson Middle School ensure that our school values are inclusive and affirming. These values were developed with student, and staff input.

These school values are important for the Jackson Middle School community, because they help students be successful in life. Our students need to understand and exercise these values on a regular basis to master the skills to be successful and prepared to be college and career ready.

These values are woven into our regular teaching practices in Success! Wednesday instruction and in every lesson and in class period throughout the grade levels, naming them with consistency and strategically teaching and reviewing them throughout the school year.

Jackson 3 R's Behavior Expectations

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

*Counselors will be explicitly teaching these in various ways throughout the year

Distance Learning Behavior Expectations

- PPS Secondary Digital Citizenship Behavior Expectation Matrix - Sample
- PPS Secondary Digital Citizenship Behavior Expectation Poster
- PPS Digital Citizenship Resources for Teachers by Grade Level
- PPS Tips for Developing a Digital Citizenship Teaching Matrix

Teaching Expectations (1.4)

Whole school Social Emotional lesson plans are developed by the counseling team using the Owning Up Curriculum and delivered by teachers during Success time.

Whole school expectations are taught and revisited throughout the year. Our 2020-21 plan will be driven by a fall needs assessment and the Comprehensive Guidance Plan.

Month	Topic
September	Jackson Citizen/Cyber Citizen/Identity and gender stereotypes
October	Peer Problem-solving/Gossip and Friendships/Reporting a problem
November	Anti-bullying Awareness
December	Being an Upstander
January	Kindness Campaign
February	Optimism Month/ Resilience tools
March	TBD - Respond as needs arise

April	TBD - Respond as needs arise
May	TBD - Respond as needs arise

Yearly Schedule for Teaching Common Area Expectations

Month	Date	Topic
August	27	Staff review/revise mini-lessons and observable behaviors
September	2-5	Mini-lesson-common areas and school policies
	7, 14, 21, 28	Values and expectations through Arts-based strategies (Succes Schedule)
January	4-7	Mini-lesson-common areas and policies
March & April	29- April 2	Mini-lesson-common areas and policies
Rotating through the year		• Hallway slides on behavior expectations: examples/non-examples • Teachable moments-Success Lessons

Active Supervision

Active supervision is the alert, proactive ability of the staff member to circulate within a group of students while interacting in a positive and constructive way, scanning for potential problems, diffusing them before they arise, and motivating students to do their best and monitor their own behavior.

Duty Schedule

The 6 Features of Active Supervision

Supervision Protocol Cards

Feature	Elements/Components
Movement	a. Constant b. High rate c. Randomized d. Targets known problem areas
Scanning	a. Constant b. Targets both appropriate and inappropriate behaviors c. Targets known problem areas d. Uses both visual and aural cues e. Increases opportunities for positive contact
Positive Contact	a. Friendly, helpful, open demeanor b. Proactive, non-contingent c. High rate of delivery
Positive Reinforcement	a. Immediate b. Contingent on behavior c. Consistent (with behavior and across staff)

	d. High rate
Instructional Responses (Low level responses)	a. Immediate b. Contingent on behavior c. Non-argumentative, non-critical d. Specific to behavior e. Systematic: correction, model, lead, test, and retest f. Consistent (with behavior and across staff)
Consequences when instructional responses are not working	a. Neutral, businesslike demeanor b. Non-argumentative, non-critical c. Consistent (with behavior and across staff) d. Fair: non-arbitrary

Reporting Incidents

At Jackson, when incidents (harassment, bullying, etc.) occur, they are reported and responded to by staff follow 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 by email: tip@safeoregon.com, call or text at 844-472-3367, or through the mobile app.

SAFEOREGON

*** If reported indirectly (i.e. via social media), encourage contact with Jackson staff so school can take action.**

2. **Action is taken.** By teacher, counselors, and/or admin.
   - Information is collected from report.
   - Investigation is conducted (interviews with students/adults & consultation with staff).

3. Resolution process occurs.

3a. Restorative conversations:

- What happened?
- Who was affected, impacted, or harmed? How?
- What can be done to make things right?
- What will keep things right?
- How can others support you to keep things right in the future?

3b. Disciplinary action:

- Referral
- Refer to the PPS Student Discipline Handbook

4. 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**

Reporting Bullying

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

Conflict vs. bullying - What's the difference?	
Conflict	**Bullying**
• 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.	• 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

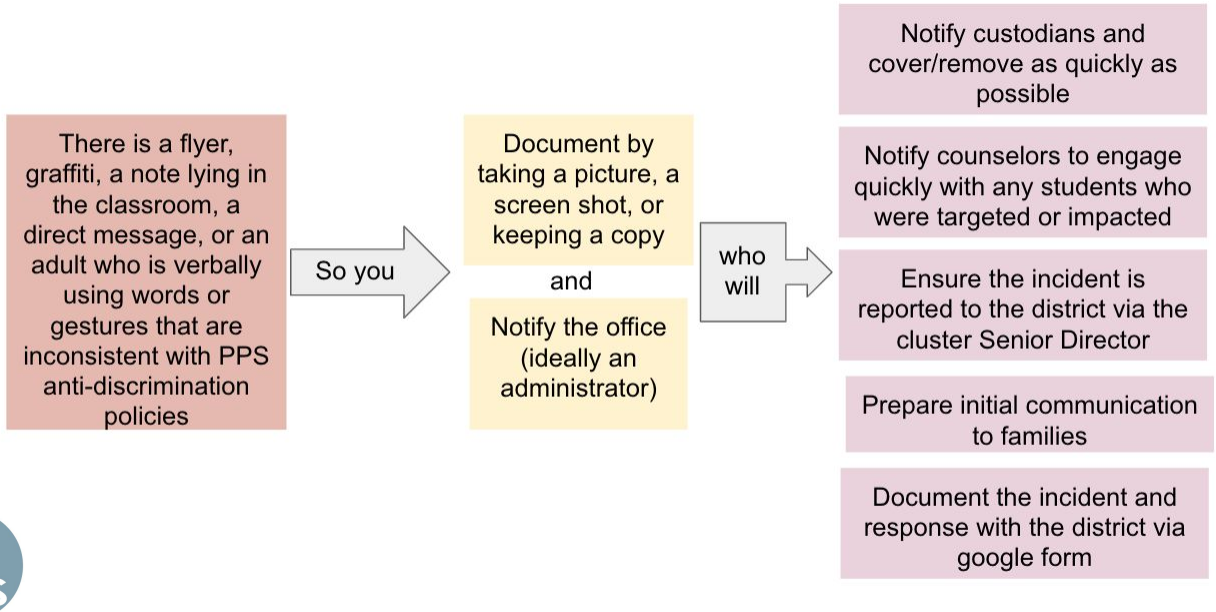
- Is bullying that takes place over digital devices like cell phones, computers, and tablets.
- It can occur through SMS, Text, and apps, or online in social media, forums, or gaming where people can view, participate in, or share content.
- Includes sending, posting, or sharing negative, harmful, false, 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.

Other definitions:

- **Bully -** The person doing the bullying.
- **Target -** The person being bullied.
- **Bystanders** are those who watch bullying happen.
- **Upstanders** are those that take a stand against an act of injustice or bullying. They are part of the solution and help stop bullying by reporting bullying to an adult.
- **Telling/Reporting** - The intentional act of keeping everyone safe and helping someone who is struggling or being hurt.
- **Tattling/Snitching** - The intentional act of trying to get someone in trouble or make yourself look good.

PPS Discriminatory Incident Reporting Protocol

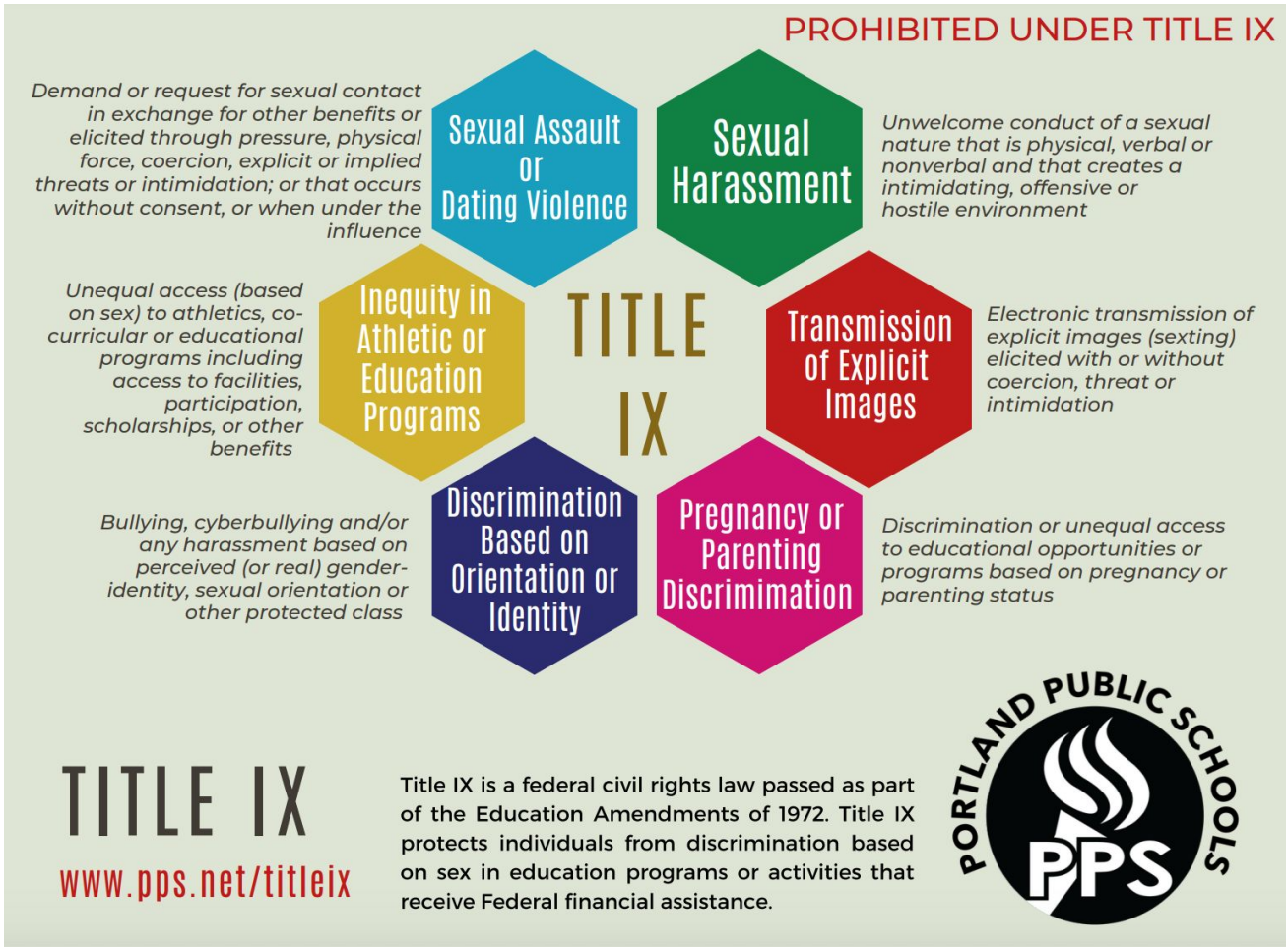
At Jackson, when discriminatory incidents occur, they are reported and responded to by staff follow the following reporting procedure:



PPS Title IX

Title IX of the Education Amendments of 1972 (TIX) is a Federal civil rights law that prohibits discrimination on the basis of gender in all education programs and activities. Title IX keeps kids safe and in school by reducing barriers and protecting students from an environment that interferes with educational programs or activities or that creates an intimidating, offensive or hostile educational climate. 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 rooms, social media, etc.

What Does Title IX Cover?



Students, families, staff and others can privately report directly to [PPS here](). An immediate notification to the school admin will occur along with a discussion with admin to determine the appropriate response.

Portland Public Schools

Defining Minor, Stage 1 reports, 2 and 3 Behaviors (1.5)

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.

PBIS Pre-Corrections, Ratio of interactions, Referrals
40 Tier I Behavior Corrections

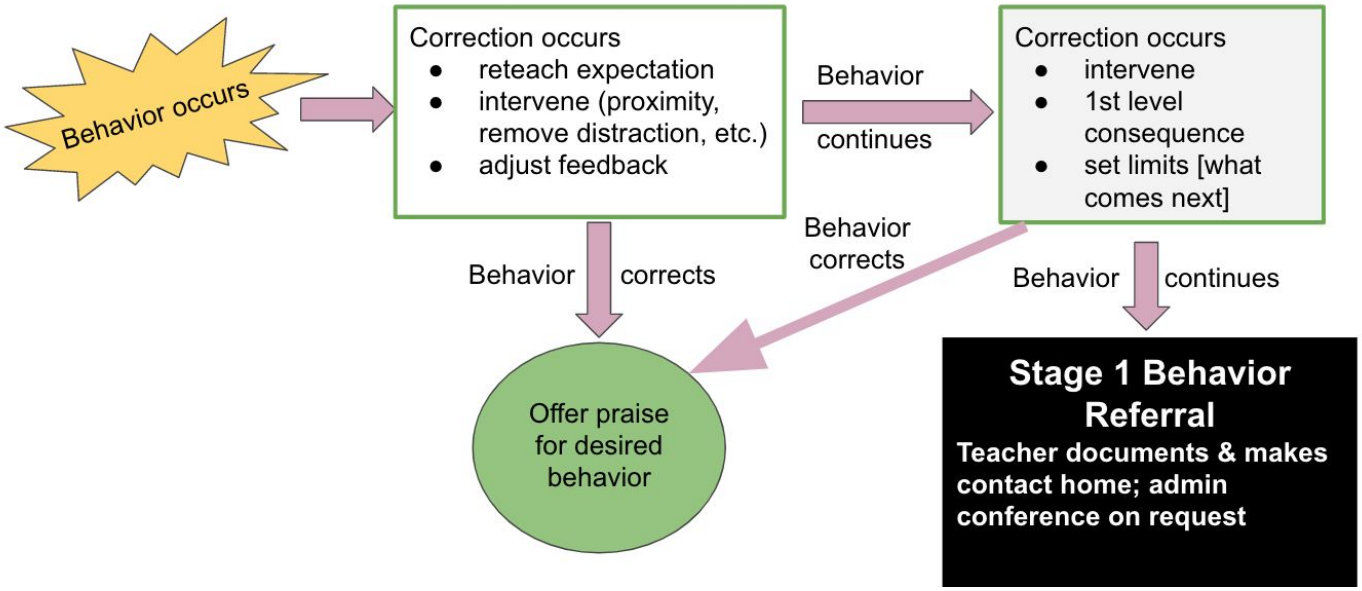
Low Level Behaviors	Minor/Stage 1 Classroom Managed	Major/Stage 2/3 Office Managed Behaviors
Low level behaviors are handled on the spot using redirections, intervention strategies and teachable moments. ● No documentation for the behavior ● If parent is contacted, behavior is documented as a Stage 1	Stage 1 referral report is created by the teacher (Teacher makes contact with parent by phone, voicemail, paper, email or in person.) ● Reteaching the correct behavior is included in response ● No immediate involvement by admin is needed	Behavior is referred to office administrator who will contact the student & family. Teacher/Administrator communicate to ensure follow up contact **by phone** with family. ● May include ****chronic*** Stage 1 misbehaviors ● Extreme/harmful/illegal behavior is immediately reported to administration
Examples		
Annoyances ● Lack of focus ● Noise making ● Out of seat ● Cutting in line	**Classroom Disruption** ● Repeated Talk Outs ● Disruptive silliness ● Repeatedly interrupting others while working	**Chronic/Serious Disruption** ● Stopping the Learning Process ● Unsafe Behaviors
Poor / Inappropriate Language: ● Language slips ● Non-swearing ● Under the breath	**Swearing/Vulgarity** ● Written or spoken ● Use of “lesser” offensive swear words ● Reported use of hand gestures ● Sexual Talk	**Swearing/Vulgarity** ● Written or spoken ● Use of “greater” offensive swear words ● Observed use of obscene hand gestures ● Repeated or explicit sexual talk
Teasing ● Altering names ● Annoying on purpose: bugging ● Teasing that stings	**Pre-harassment** ● “Put Downs” ● Threatening stares ● Mean-spirited teasing	**Harassment** ● Patterns of “put downs” ● Threats/extortions ● Ethnic/racist, sexist, disability related, sexual orientation or religious based remarks
Hands/Feet/Objects to Self ● Poking or pushing ● Pinching, jostling, ● Retaliating as above	**Roughness** ● Play wrestling, body holds, light kicking, shoving ● Pre-fighting, aggressive posturing – pushing	**Fighting/Aggression** ● Hitting/kicking/punching ● Encouraging another to fight

Defining Behaviors Continued

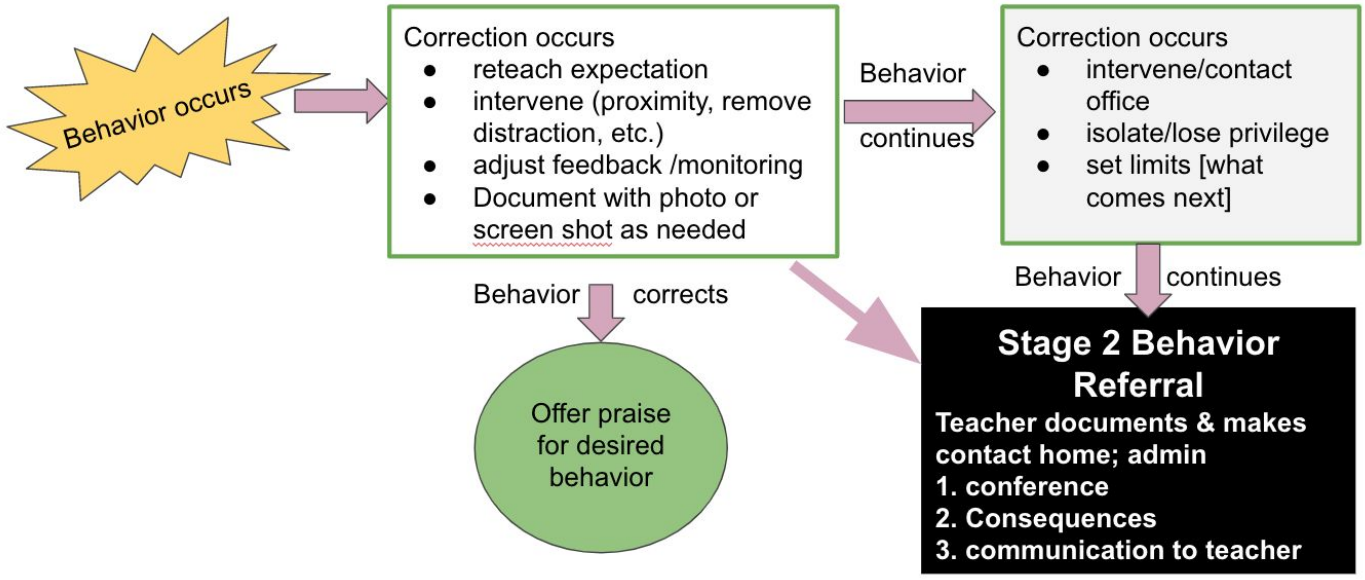
Reluctant Compliance • Initially resisting or ignoring directions	**Ignoring Instructions** • Ignoring reasonable requests following redirect	**Defiance** • Refusal to follow directions • Insubordination
Thoughtlessness • Doesn't care if it hurts others feelings • Isolated instance of disrespect	**Disrespect** • Relentlessly argumentative with others	**Blatant Disrespect** • Significant back talk • Disrespectful body language
Misuse of Property **Vandalism / Theft** • Careless accident • Misuse of space such as climbing on bathroom stalls, soaping mirror	**Misuse of Property** **Vandalism / Theft** • Teasingly taking others possessions • Thoughtlessly damaging property –can be easily fixed w/ little time or no cost	**Misuse of Property** **Vandalism / Theft** • Taking others possessions to keep • Purposely damaging property – if fixable. Time or cost by the student may be involved
Tardies (Explicit Behavioral Policies)		
3 Tardies in one quarter Teacher will: • Submits a lvl 2/3 to Admin • Contact parent(not passive) Admin will: • Conference with student	**5th Tardy in one quarter** Teacher will: • Submit second 2/3 lvl referral to Admin Admin will: • Conference with student • Contact parent(not passive)	**Ongoing Tardies in one quarter** (Detention procedures linked here) Teacher will: • Assign detention through a lvl 2/3 referral. • Contact parents and confirm. Admin will: • Add student to detention • Confirm and monitor during detention.
Disruptive Cell Phone Use (Explicit Behavioral Policies)		
Minor/First • Warn & Reteach rule **Major/Repeat** • Reteach rule • Confiscate the device Label device & turn into office as soon as possible	**Office Process** • Confiscation of device is logged • 1st/2nd - returned to student at end of day • 3rd - parent is called. Device is returned to parent (or with parent discussion, to student) at end of day • Device is checked in the office **Remember once taken, we are responsible for the device.**	

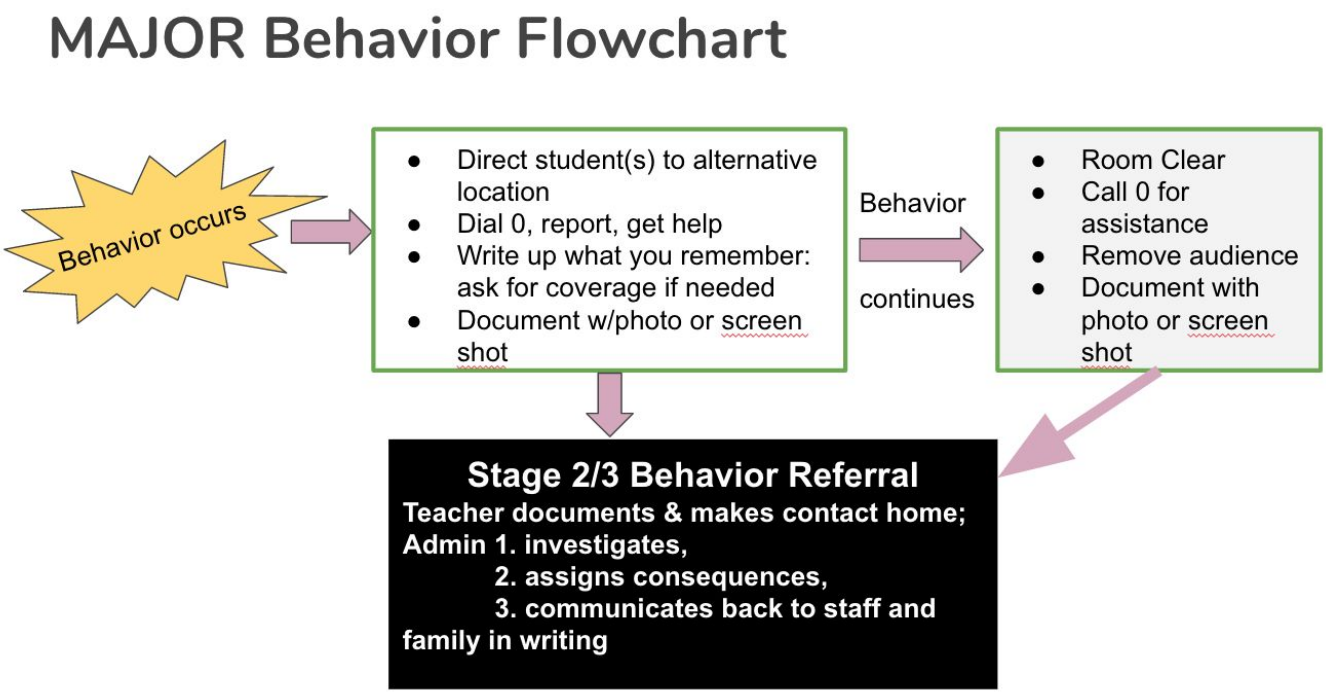
Discipline Process and Policies (1.6)

Stage 1 Behavior Flowchart



Stage 2 Behavior Flowchart





Professional Development (1.7)

Over the course of the year, staff PD must explicitly address these five essential areas: teaching school wide expectations, acknowledging appropriate behaviors, correcting errors, requesting assistance (SIT Team), and understanding the influence of race, culture and language on student behavior.

Month	Date	Topic	Resources & Notes
August	TBD	School climate orientation: • Jump Start and schoolwide expectations lessons • School policies re: behavior • Acknowledgment systems • Reporting systems • Active supervision and common areas • Effective classroom practices plan • Owning Up overview and first lessons	Some lessons are already developed and need review, some lessons will be new; digging into sections 1.3, 1.4 and 1.9 Owning Up Lesson One
September	TBD	Owning Up; Lessons 2 and 3; Introducing circles	
October	TBD	Owning Up Lesson 4 and 5; Q 1 data around reporting and office referrals	
November	TBD	Owning Up lesson 6 and 7	
December	TBD	Owning Up lesson 8 and 9	
January	TBD	Owning Up lessons 10 and 11	
February	TBD	Owning Up lessons 12 and 13	
March	TBD	Owning Up lessons 14 and 15	
April	TBD	Owning Up lessons 16 and 17	
May	TBD	Review of Successful Schools survey and behavioral data; Climate Plan/Staff Handbook revisions and review	
June	TBD	Celebrations	

2020-21 PD

- Climate PD 2019-20 Slide-deck
- Trauma & School Climate PD
- PBIS-Pre-corrections, ratio of interactions and referrals
- 40 Tier I Behavior Corrections
- Identity, Respect, & Safety

Classroom Procedures (1.8)

As per PAT contract, every teacher will create and update Effective Classroom Practices Plans at the start of the school year. These are due to administration the day before back to school night. The Effective Classroom Practices Plans template (sample provided by the district climate team), covers the essential feature of effective classroom environments: Structure, teaching expectations, acknowledging positive behaviors, correcting misbehaviors.

Distance Learning

- PPS-HD Effective Classroom Practices Plan
- PPS-HD Effective Classroom Practices Plan Sample

Guest Teacher Supports

Each classroom teacher will maintain a Substitute folder placed on or near the desk, labeled and highly visible in case of a sudden need for a substitute teacher. Minimally, the folder contain the following.

- Attendance sheets and seating charts (include names and pronouns)
- Daily program and bell schedules, special classroom routines
- A clear and complete set of lesson plans and assignments that may be used regardless of the day the teacher is absent (a "if all else fails plan")
- Rules and discipline plan with strategies for control, notes or cautions you think will be helpful, including a list of students who can tell the substitute how things are usually done
- Copy of the classroom and school climate matrix
- Information regarding emergency drills, signals, exits, where to walk, and where to stand (direct them to the posted info in the classroom)
- Any duties: hall, playground, clean up, lunch, cars, etc.
- Grade level or subject colleagues from whom to get information
- Emergency or other medical protocols for students with health conditions
- Accommodations for students on IEPs and 504 plan
- Student specific plans (under certain circumstances)

Feedback and Acknowledgement Systems (1.9)

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.

Acknowledgement Matrix

Type	What	When/Where	Who Gives Them?
Immediate & High frequency	Kids: Jaguar Star tickets **Adults:** Staff fill out tickets and check a box stating which of the 3 R's they witnessed the student doing. Box in office where kids deposit tickets.	Classroom & Common areas	All Staff: Custodians, para educators, teachers, secretaries, counselors, admin, parent volunteers
Redemption of immediate & High Frequency	Kids: receive tickets and turn into Office **Adults:** Weekly drawing: winners participate in Popcorn Friday	Office	Admin
Long term SW Celebrations	Kids: Monthly recognition assembly **Adults:** Create individualized student awards for spotlighting growth, improvement, consistency in exemplifying 3 Rs.	Kids: Monthly assemblies in auditorium **Adults:** End of quarter celebrations for students who have not received stage 2 referrals	Teachers, Cafeteria duty staff
Continued Excellence Programs	Kids: Students with all work completed, referral free, unexcused absence free Adults: Encourage, remind, celebrate student success	Kids: Walking Field Trips, end of the year field trip	Students nominated for program

Faculty Involvement (1.10)

Schedule for sharing disaggregated data to staff and opportunities for input on Tier I systems

Date	Data Shared	Staff Input Topic
August 27	• Last year behavior • Successful Schools	
October/November	Q1 office referral data/SIT referral data	Review of school
January	Q2 officer referral and attendance	Review of practices for belonging and student
March	Q3-academic priority	Support referrals. Class placements and school procedure review

Plan for Family, Student and Community Involvement (1.11)

Schedule for family involvement activities

Date	Topic & Group	Activities	Organizer
September 8	PTA Meet and Greet PTA General meetings 1st Tuesdays	Principal Q and A Principal's report/Q and A	PTA
Monthly-1st Fridays	Parent Coffees	Monthly report; Q and A	Principal

September 24	Open House		Jackson
Monthly	Immigrant Family Leadership		SUN & Jackson
TBD-October	TAG, ELL, AVID Information Nights		Jackson
November TBD	Bernstein Bash		Jackson
November 23-24	Parent/Teacher Conferences		
December	Winter Arts performances		
January	TBD		
February	TBD		
March	TBD		
April	TBD		
May	Volunteer appreciation		

Plan for Student Involvement

Currently underdevelopment with the Jackson MS Climate Team

- Leadership group or student council will be developed for the 2020-21 school year

Jackson Middle School's New Student/Family Plan

Currently underdevelopment with the Jackson MS Climate Team

- Jump Start Day
- Peer helpers/buddies

Tier I Evaluation

Evaluation of the Effects and Fidelity of the School Climate Practices

Discipline Data (1.12)

Tiered Fidelity Inventory (TFI) guides the action planning for the implementation of positive school climate.

- Assessment component is completed once a year.
- A score of 80% or better indicates a well-implemented tier.
- The TFI action plan is revisited on a monthly basis during climate team meetings.
- **School Climate Action Plan (TFI)**

Recent TFI scores

- 2019-20: **School Climate Action Plan (TFI)**
- 2020-21:

Successful Schools Survey

Portland Public Schools is partnering with Panorama Education to gather student, staff, and family feedback in order to give school and district leaders actionable data points that will help them improve student experiences across the district. Building

off of baseline data from 2018-19, the results will be used to help schools understand the needs of their students, staff, and families, as well as support the development of school climate and improvement plans.

Who will be surveyed?

Students, families and staff will be surveyed. Every student in grades 4, 5, 7, 8, 9, and 10 will be given the opportunity to take the survey. All families in the district will have the opportunity to take the survey regardless of their students' grade level, and the survey will be available in all our supported languages. All school-based staff will have the opportunity to share their feedback.

Recent SSS data

- 2019-20:
- 2020-21: