
Jackson Middle School School Climate Handbook

WE RESPECT EACH OTHER

WE TRY OUR BEST

WE LEARN FROM MISTAKES

WE CELEBRATE EACH OTHER

WE ARE A TEAM

2017 - 2018



Artful Learning®

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 equipt with what is needed to be a responsible global citizen, preparing them for the next phase of the education, high school.

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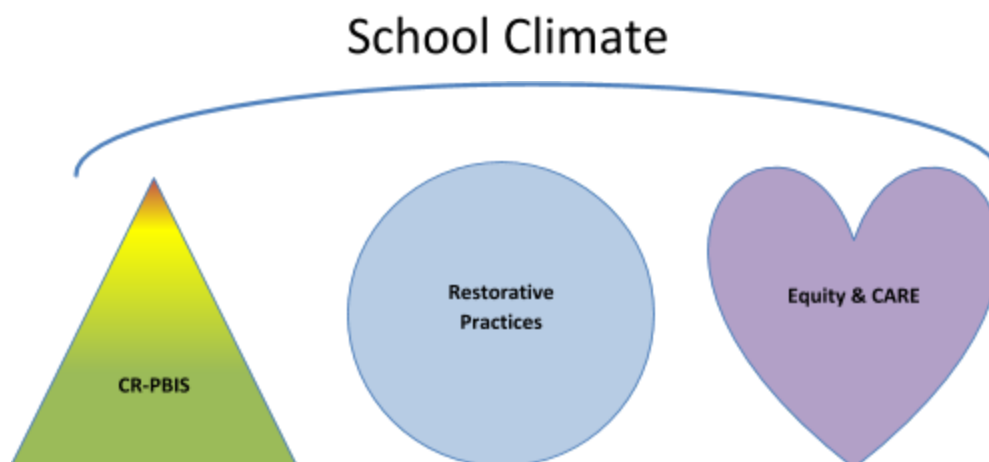
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WHAT IS SCHOOL CLIMATE?

SCHOOL CLIMATE OVERVIEW

School Climate encompasses CR-PBIS (Culturally-Responsive Positive Behavioral Interventions & Supports), Restorative Practices with the lens of racial Equity and practices of CARE (Collaborative Action Research for Equity) explicitly called out and woven in.



CR-PBIS

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.

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.



How do we make certain that PBIS is culturally responsive?

- 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 PRACTICES

Restorative Practices, also referred to as 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?

EQUITY/CARE

This handbook is intended to inform Jackson Middle School staff of the processes that support the reduction of exclusionary discipline to provide our students with equitable access to education. Portland Public Schools' top priorities includes eliminating racial disproportionality in exclusionary discipline..

Our CARE work is intentionally focused on increasing classroom engagement for every learning style and our capacity for being culturally competent in our instructional practices and inclusive of our diverse learning styles.

“Portland Public Schools is committed to academic excellence and personal success for all students. Central to this commitment is educational equity. We are committed to providing instruction with the rigor, cultural relevance, and relationships that ignite the potential of each and every student. In order to do so, we must shift our practices to see students as individuals—including their race, their language, their gender, their sexual orientation, and their various abilities.

This work is necessary to serve a diverse student body well and prepare every student to navigate and compete in a culturally rich society and global economy, now and into the future.”

Chief Equity Officer, Lorenzo Poe



THE SCHOOL CLIMATE TEAM (TIER I)

SCHOOL CLIMATE TEAM INFORMATION (1.1/1.2)

Team Member	Name	Primary Meeting Role	Backup Meeting Role
Administrator	Kevin Crotchett Greg Crabtree	Facilitator	Facilitator
Family Member	To be developed in 2016/17		
Behavioral Expertise	Kate Knochel Tara De Leon		
Coaching Expertise	Jeremy Geschwind	Coach and Support	Facilitator
Knowledge of Academic/Behavioral Patterns	Betsy Halvorson Saron Barnes Lisa Dost Jennifer Jangula Megan Palmer	Classroom Teachers PLC Team Representatives Cross Team Rep from Equity and Avid	
Knowledge of School Operations/Programs	Kevin Crotchett Greg Crabtree		

The Jackson Middle School Climate Team is currently represented by school admin, counselors, classroom teacher (core and elective), and district coaching supports. Staff representation was selected to ensure cross team representation with the Equity Team and the AVID Implementation Team.

Family / Community representation will be further developed in cooperation with Site Council during the 2016/17 school year.

Climate Team Meeting Schedule

Month	Date/Time	Room	Topic/Assessment
August	22nd / 12pm	Community RM	
September	20th / 4pm	Community RM	Tiered Fidelity Inventory (TFI) Assessment & Action Plan Last year's Discipline Data Review
October	18th / 4pm	Community RM	Matrix Instruction Planning
November	15th / 4pm	Community RM	Monthly Discipline Data Review
January	17th / 4pm	Community RM	Tiered Fidelity Inventory (TFI) Assessment & Action Plan monitoring
February	21st / 4pm	Community RM	Monthly Discipline Data Review
March	21st / 4pm	Community RM	Matrix Instruction Planning
April	18th / 4pm	Community RM	Monthly Discipline Data Review
May	16th / 4pm	Community RM	Tiered Fidelity Inventory (TFI) Assessment Planning for rollout next year



Meeting Agenda:

- Monthly Discipline Data Review (minimum 15 minutes)
- CR-PBIS School-wide Systems Planning and
- Climate Matrix Instructional Planning
- Procedure and process planning for common discipline practices (integrated restorative practices)

Agenda scheduled for each of our school climate meetings will be driven by the Tiered Fidelity (TFI) Action Plan.

**TIER I IMPLEMENTATION****Programmatic Supports for all Students****SCHOOLWIDE VALUES AND COMMON AREA EXPECTATIONS (1.3)**

Our School Values are:

We Respect Each Other

We Try Our Best

We Learn From Mistakes

We Celebrate Each Other

We Are a Team

Posters have been made and distributed throughout the building making 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 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 Middle School			
	Hallways, Busses, & Bathrooms	Learning Environments	Community, Common Areas & Pods
We Respect Each Other	<p style="text-align: center;"><i>Students:</i></p> <ul style="list-style-type: none"> We protect personal space and privacy We practice self-discipline We are calm and thoughtful We use kind words We speak in a low volume 	<p style="text-align: center;"><i>Students:</i></p> <ul style="list-style-type: none"> We reflect on our impact on others We are prepared and engaged We listen attentively We embrace and appreciate differences We encourage, support and share 	<p style="text-align: center;"><i>Students:</i></p> <ul style="list-style-type: none"> We clean up after ourselves We speak in a low volume We use the area for its designed purpose We protect the creations and space of others
	<p style="text-align: center;"><i>Staff:</i></p> <ul style="list-style-type: none"> We are visible and present We protect personal space and privacy We are actively engaged We model appropriate behavior We help students solve problems We use professional language and tone 	<p style="text-align: center;"><i>Staff:</i></p> <ul style="list-style-type: none"> We create supportive environments We create opportunities for every student We connect with every student We use professional language and tone 	<p style="text-align: center;"><i>Staff:</i></p> <ul style="list-style-type: none"> We are engaged and involved We ask questions to understand We are visible and present We appreciate each other's strengths and differences We use professional language and tone We model appropriate behavior
We Try Our Best	<p style="text-align: center;"><i>Students:</i></p> <ul style="list-style-type: none"> We are aware and take ownership We leave areas better than we found them 	<p style="text-align: center;"><i>Students:</i></p> <ul style="list-style-type: none"> We take ownership We are engaged We take academic risks We are persistent and resilient We ask and answer questions We are dedicated to constant improvement 	<p style="text-align: center;"><i>Students:</i></p> <ul style="list-style-type: none"> We keep it clean We keep it safe We are involved
	<p style="text-align: center;"><i>Staff:</i></p> <ul style="list-style-type: none"> We proactively engage all students, in all areas, at all times We are aware and responsive We teach beyond the classroom 	<p style="text-align: center;"><i>Staff:</i></p> <ul style="list-style-type: none"> We teach bell-to-bell We diversify our curriculum and approaches We are dedicated to constant improvement We provide timely feedback 	<p style="text-align: center;"><i>Staff:</i></p> <ul style="list-style-type: none"> We are available and approachable We proactively engage all students, in all areas, at all times We leave these areas better than we found them We teach beyond the classroom
We Learn From Mistakes	<p style="text-align: center;"><i>Students:</i></p> <ul style="list-style-type: none"> We own it, fix it, and move on We reflect on our actions and the actions of others 	<p style="text-align: center;"><i>Students:</i></p> <ul style="list-style-type: none"> We accept academic challenges and feedback We reflect on our actions and the actions of others 	<p style="text-align: center;"><i>Students:</i></p> <ul style="list-style-type: none"> We own it, fix it, and move on We reflect on our actions and the actions of others
	<p style="text-align: center;"><i>Staff:</i></p> <ul style="list-style-type: none"> We acknowledge, reflect, and make amends We are dedicated to constant improvement 	<p style="text-align: center;"><i>Staff:</i></p> <ul style="list-style-type: none"> We slow down and listen for multiple perspectives We are dedicated to constant improvement 	<p style="text-align: center;"><i>Staff:</i></p> <ul style="list-style-type: none"> We acknowledge, reflect, and make amends We are dedicated to constant improvement
We Celebrate Each Other	<p style="text-align: center;"><i>Students:</i></p> <ul style="list-style-type: none"> We encourage, support and share We actively appreciate diversity We value our work and accomplishments 	<p style="text-align: center;"><i>Students:</i></p> <ul style="list-style-type: none"> We encourage, support and share We actively appreciate diversity We value our work and accomplishments 	<p style="text-align: center;"><i>Students:</i></p> <ul style="list-style-type: none"> We encourage, support and share We actively appreciate diversity We value our work and accomplishments
	<p style="text-align: center;"><i>Staff:</i></p> <ul style="list-style-type: none"> We encourage, support and share We actively appreciate diversity We value our work and accomplishments 	<p style="text-align: center;"><i>Staff:</i></p> <ul style="list-style-type: none"> We encourage, support and share We actively appreciate diversity We value our work and accomplishments 	<p style="text-align: center;"><i>Staff:</i></p> <ul style="list-style-type: none"> We encourage, support and share We actively appreciate diversity We value our work and accomplishments
We Are a Team;	<p style="text-align: center;"><i>Students:</i></p> <ul style="list-style-type: none"> We build relationships We work together We consistently support school guidelines We appreciate diversity 	<p style="text-align: center;"><i>Students:</i></p> <ul style="list-style-type: none"> We collaborate We are supportive and attentive We share resources We ask for and offer help We build relationships 	<p style="text-align: center;"><i>Students:</i></p> <ul style="list-style-type: none"> We build relationships We work together We consistently support school guidelines
	<p style="text-align: center;"><i>Staff:</i></p> <ul style="list-style-type: none"> We acknowledge all members of our learning community We build relationships We consistently support school guidelines 	<p style="text-align: center;"><i>Staff:</i></p> <ul style="list-style-type: none"> We collaborate We share resources We promote and celebrate strengths We consistently support school guidelines 	<p style="text-align: center;"><i>Staff:</i></p> <ul style="list-style-type: none"> We acknowledge all members of our learning community We build relationships We consistently support school guidelines



TEACHING EXPECTATIONS (1.4)

The Jackson Middle School Climate matrix was introduced to students during the fall of 2016 along with Success Wednesday. Whole school lesson plans will be developed throughout the 2016/17 school year, recorded on the staff website.

Ongoing Success Themes:

*Introducing students to the Climate Matrix
Examples of our values / traits*

November: *Jackson Citizen / Cyber Citizen*

January: *Being an Upstander*

February: *Bullying Awareness Week*

March: *Student Needs Survey*

Lesson Plans/policies and detailed schedule for teaching common area expectations on the JMS Staff Website.

Yearly Schedule for Teaching Common Area Expectations

Date
August 27- September 30, 2015: Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide.
January 4-January 8, 2016: Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide.
March 28-April 1, 2016: Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide.
As indicated by Jackson Middle School discipline data 2015-2016



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.

The 6 Features of Active Supervision

Feature	Elements/Components
Movement	<ul style="list-style-type: none"> a. Constant b. High rate c. Randomized d. Targets known problem areas
Scanning	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> a. Friendly, helpful, open demeanor b. Proactive, non-contingent c. High rate of delivery
Positive Reinforcement	<ul style="list-style-type: none"> a. Immediate b. Contingent on behavior c. Consistent (with behavior and across staff) d. High rate
Instructional Responses (Low level responses)	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> a. Neutral, businesslike demeanor b. Non-argumentative, non-critical c. Consistent (with behavior and across staff) d. Fair: non-arbitrary



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.

Low Level Behaviors	Minor/Stage 1 Classroom Managed	Major/Stage 2/3 Office Managed Behaviors
<p>Low level behaviors are handled on the spot using redirections, intervention strategies and teachable moments.</p> <ul style="list-style-type: none"> No documentation for the behavior If parent is contacted, behavior is documented as a Stage 1 	<p>Stage 1 referral report is created by the teacher (Teacher makes contact with parent by phone, voicemail, paper, email or in person.)</p> <ul style="list-style-type: none"> Reteaching the correct behavior is included in response No immediate involvement by admin is needed 	<p>Behavior is referred to office administrator who will contact the student and the parent. Teacher/Administrator communicate to ensure follow up contact by phone with parent.</p> <ul style="list-style-type: none"> May include <i>*chronic</i> Stage 1 misbehaviors Extreme/harmful/illegal behavior is immediately reported to administration
Examples		
<p>Annoyances</p> <ul style="list-style-type: none"> Lack of focus Noise making Out of seat Cutting in line 	<p>Classroom Disruption</p> <ul style="list-style-type: none"> Repeated Talk Outs Disruptive silliness Repeatedly interrupting others while working 	<p>Chronic/Serious Disruption</p> <ul style="list-style-type: none"> Stopping the Learning Process Unsafe Behaviors
<p>Poor / Inappropriate Language:</p> <ul style="list-style-type: none"> Language slips Non-swearing Under the breath 	<p>Swearing/Vulgarity</p> <ul style="list-style-type: none"> Written or spoken Use of “lesser” offensive swear words Reported use of hand gestures Sexual Talk 	<p>Swearing/Vulgarity</p> <ul style="list-style-type: none"> Written or spoken Use of “greater” offensive swear words Observed use of obscene hand gestures Repeated or explicit sexual talk
<p>Teasing</p> <ul style="list-style-type: none"> Altering names Annoying on purpose: bugging Teasing that stings 	<p>Pre-harassment</p> <ul style="list-style-type: none"> “Put Downs” Threatening stares Mean-spirited teasing 	<p>Harassment</p> <ul style="list-style-type: none"> Patterns of “put downs” Threats/extortions Ethnic/racist, sexist, disability related, sexual orientation or religious based remarks
<p>Hands/Feet/Objects to Self</p> <ul style="list-style-type: none"> Poking or pushing Pinching, jostling, Retaliating as above 	<p>Roughness</p> <ul style="list-style-type: none"> Play wrestling, body holds, light kicking, shoving Pre-fighting, aggressive posturing – pushing 	<p>Fighting/Aggression</p> <ul style="list-style-type: none"> Hitting/kicking/punching Encouraging another to fight



Defining Behaviors Continued

<p>Reluctant Compliance</p> <ul style="list-style-type: none"> Initially resisting or ignoring directions 	<p>Ignoring Instructions</p> <ul style="list-style-type: none"> Ignoring reasonable requests following redirect 	<p>Defiance</p> <ul style="list-style-type: none"> Refusal to follow directions Insubordination
<p>Thoughtlessness</p> <ul style="list-style-type: none"> Doesn't care if it hurts others feelings Isolated instance of disrespect 	<p>Disrespect</p> <ul style="list-style-type: none"> Relentlessly argumentative with others 	<p>Blatant Disrespect</p> <ul style="list-style-type: none"> Significant back talk Disrespectful body language
<p>Misuse of Property Vandalism / Theft</p> <ul style="list-style-type: none"> Careless accident Misuse of space such as climbing on bathroom stalls, soaping mirror 	<p>Misuse of Property Vandalism / Theft</p> <ul style="list-style-type: none"> Teasingly taking others possessions Thoughtlessly damaging property –can be easily fixed w/ little time or no cost 	<p>Misuse of Property Vandalism / Theft</p> <ul style="list-style-type: none"> Taking others possessions to keep Purposely damaging property – if fixable. Time or cost by the student may be involved

Tardies (Explicit Behavioral Policies)

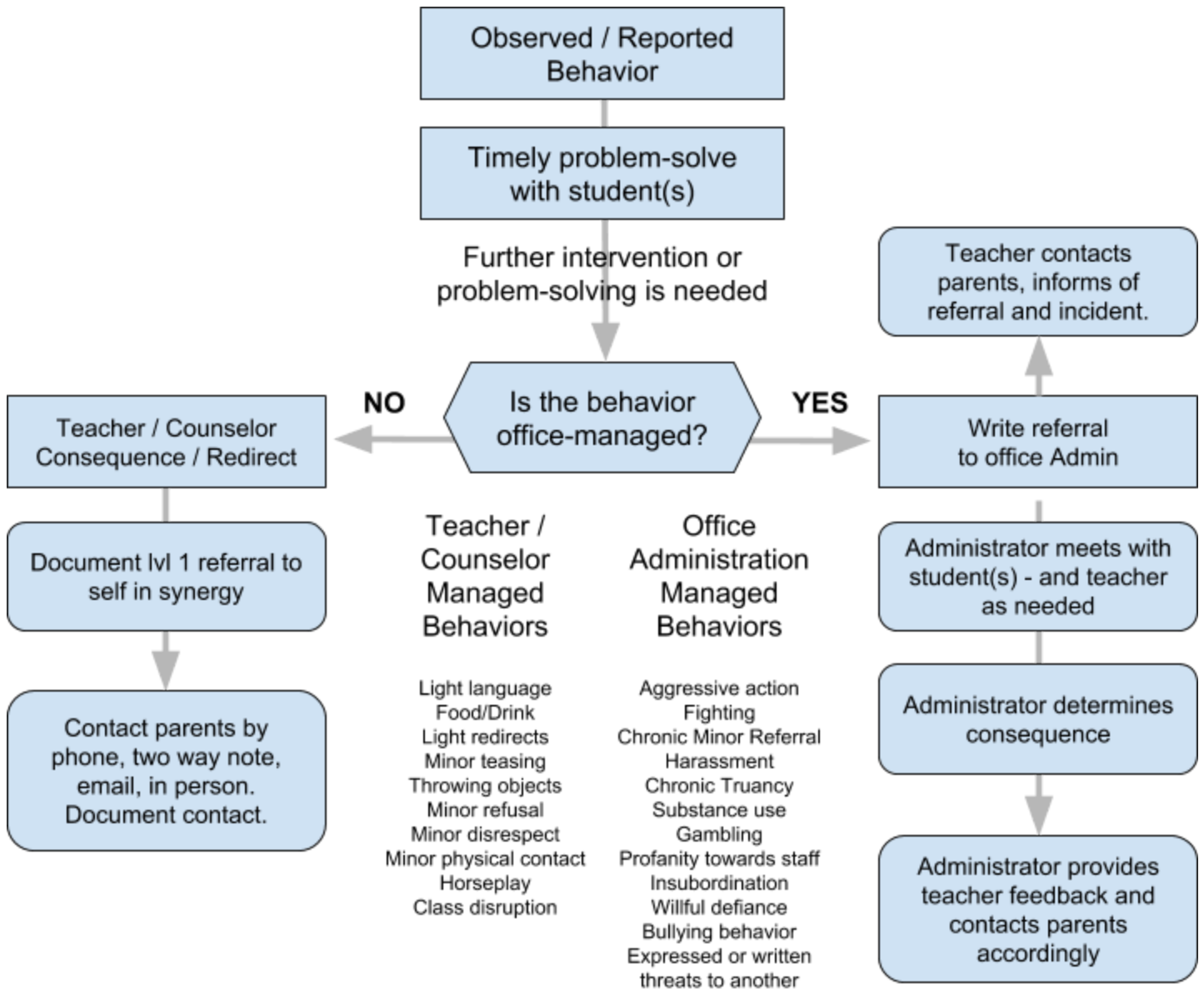
<p>3 Tardies in one quarter</p> <p>Teacher will:</p> <ul style="list-style-type: none"> Submits a lvl 2/3 to Admin Contact parent(not passive) <p>Admin will:</p> <ul style="list-style-type: none"> Conference with student 	<p>5th Tardy in one quarter</p> <p>Teacher will:</p> <ul style="list-style-type: none"> Submit second 2/3 lvl referral to Admin <p>Admin will:</p> <ul style="list-style-type: none"> Conference with student Contact parent(not passive) 	<p>Ongoing Tardies in one quarter (Detention procedures linked here)</p> <p>Teacher will:</p> <ul style="list-style-type: none"> Assign detention through a lvl 2/3 referral. Contact parents and confirm. <p>Admin will:</p> <ul style="list-style-type: none"> Add student to detention Confirm and monitor during detention.
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Disruptive Cell Phone Use (Explicit Behavioral Policies)

<p>Minor/First</p> <ul style="list-style-type: none"> Warn & Reteach rule <p>Major/Repeat</p> <ul style="list-style-type: none"> Reteach rule Confiscate the device Label device & turn into office as soon as possible 	<p>Office Process</p> <ul style="list-style-type: none"> 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 <p style="text-align: right;">Remember once taken, we are responsible for the device.</p>
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DISCIPLINE PROCESS AND POLICIES (1.6)



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.

Date	Topic	Presenter
August	School climate orientation: <ul style="list-style-type: none"> • Teaching school values & common area expectations schedule • Teaching classroom routines & expectations • Schoolwide and classroom acknowledgement systems • Correcting fluently • SIT flowchart • Influence of race, culture and language on adult expectations and student behavior 	
September	Introducing students to the Climate Matrix	
October	Examples of our values / traits	
November	Being an Upstander	
December	Being an Upstander	
January	Jackson Citizen / Cyber Citizen	
February	Bullying Awareness Week	
March	Student Needs Survey	
April		
May	Review of School Climate Plan/Staff Handbook	
June		

CLASSROOM PROCEDURES (1.8)

As per PAT contract every teacher will have a classroom management plan. Classroom management plans will be due to administration the day before back to school night. The Classroom Management Plan template ([sample provided by the district climate team](#)), covers the essential feature of effective classroom management: Structure, teaching expectations, acknowledging positive behaviors, correcting misbehaviors.

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
- 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



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 reoccurrence 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:

Currently underdevelopment with the Jackson MS Climate Team

Acknowledgement Matrix

Type	What	When/Where	Who Gives Them?
Immediate/ High frequency	Kids: {Acknowledgement tickets} Adults: ???	Classroom & Common areas	All Staff
Redemption of immediate/ High Frequency	Kids: ??? Adults: ???		
Long term SW Celebrations	Kids: Assemblies, Drawings/Wheel Adults: ???	Kids: Monthly assemblies?, Weekly drawings Adults: ???	Teachers, Cafeteria duty staff
Continued Excellence Programs	Kids: Adults: ???	Kids: Walking Field Trips, Intermittent free dress, end of the year field trip Adults: ???	Students apply 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
September	August 27th-September 30th	
January	January 4th-January 8th	
April	March 28th-April 1st	
June	School Climate Survey	



PLAN FOR FAMILY, STUDENT AND COMMUNITY INVOLVEMENT (1.11)

Schedule for family involvement activities

Date	Topic & Group	Activities	Organizer
9/15	PTA Meet and Greet Open House		
10/15	TAG, ELL, AVID Information Nights		
11/15	Parent/Teacher Conferences LearnStein		
12/ 15	Winter Concert Winter Play		
1/16			
2/16	Parent PTA Education Night		
3/16			
4/16	Winter Musical		
5/16	Spring Ice Cream Social Spring Concerts		
6/16			

Plan for Student Involvement

Currently underdevelopment with the Jackson MS Climate Team

Jackson Middle School’s New Student/Family Plan

Currently underdevelopment with the Jackson MS Climate Team

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 three times a year in September, January and May
- A score of 80% or better indicates a well-implemented tier
- The TFI action plan is revisited on a monthly basis

Recent TFI scores

- 2014-2015:



School Climate Survey (SCS) determines the status of specific building-wide school climate initiatives and issues (Core Values, Student Voice, Specific CR-PBIS Initiatives--ex: acknowledgement tickets)

- Completed three times a year (September, January, May) by all students (grades 3-5)
- Reviewed by School Climate Team and shared with staff, students and families. Used to monitor and adjust climate initiatives.

Recent SCS data

- 2014-2015:

School Climate Action Plan (TFI): [Link here](#).

