
Odyssey Program Climate Plan

School Year 25-26

Mission

At Odyssey our mission is to empower all students to achieve their fullest educational and personal potential through an integrated, culturally responsive and history-themed curriculum.

Vision

We will do this in a caring, cooperative, multi-aged learning community that inspires students to think independently, critically, and creatively. We will support all students through inclusive practices and differentiated instruction. We will center our instruction and curriculum on inclusion and equity to teach students how to negotiate multiple perspectives and be an active participant in their community.

Core Values

[8 Odyssey Anchors](#)

[7 Caring Habits](#)

Be safe, respectful, responsible, an active citizen, and accepting.

1. Team Teaching
2. Multi-age Classrooms
3. Cooperative Learning
4. Community Support
5. Differentiated Instruction
6. Open-Ended Curriculum
7. Theme-Based Learning
8. Enrichment
9. Integrated Curriculum
10. Interactive Learning

WHAT IS SCHOOL CLIMATE?

SCHOOL CLIMATE OVERVIEW

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

MULTI-TIERED SYSTEM OF SUPPORT

School climate is an essential component of the Multi-Tiered System of Support (MTSS) framework. MTSS is a proactive, data-driven practice used at Portland Public Schools to support all students. It uses evidence-based instruction, intervention and assessment practices to ensure that every student receives the appropriate level of support based on their level of need. These tiered academic and behavioral interventions help eliminate barriers to learning and enable every student to successfully reach their full potential.

SCHOOLWIDE VALUES AND COMMON AREA EXPECTATIONS

Our School's Core Values are

Be safe, respectful, responsible, an active citizen, and accepting.

8 Odyssey Anchors

- Curiosity
- Creativity
- Compassion
- Critical Thinking
- Communication
- Collaboration
- Citizenship
- Composure

7 Caring Habits

- Respecting
- Negotiating Differences
- Supporting
- Encouraging
- Listening
- Accepting
- Trusting

The Ten Essentials:

1. Team Teaching
2. Multi-age Classrooms
3. Cooperative Learning
4. Community Support
5. Differentiated Instruction
6. Open-Ended Curriculum
7. Theme-Based Learning



Portland Public Schools

2/24/25

- 8. Enrichment
- 9. Integrated Curriculum
- 10. Interactive Learning

These values are posted throughout the school in order to make them visible to students, staff and caregivers. The intention is to share a consistent message about what we value as a school community and what this looks like in common areas and classrooms across the school.

Our core values are woven into our social emotional learning curriculum as well as regular teaching practices in every lesson and in every class period throughout the grade levels. Staff name the values consistently, strategically teach and review them throughout the school year and positively reinforce them when interacting with students.

Common Area Expectations

[Common area expectations for the playground, cafeteria, hallways, bathrooms, and auditorium.](#)

TEACHING COMMON AREA EXPECTATIONS

All students are taught the common area expectations at least three times a year after long breaks. Students will tour the building and have common area expectations taught in 5 main shared spaces of the building (hallways, bathrooms, auditorium, cafeteria, and playground). Classrooms may review expectations at any time.

Expectations are taught using CHAMPS:

- Conversation level
- Help
- Activity
- Movement
- Participation
- Success

SCHOOLWIDE (TIER 1) CLIMATE PRACTICES

Each Odyssey Program student deserves to come to school and feel seen, safe and valued. In order to make this happen, adults across the school intentionally support all students by implementing the following:

- A warm greeting by name each morning or period
- Classroom Community Agreements
- Clear classroom expectations taught, practiced and acknowledged
- Common Area Expectations lessons three times per year
- Odyssey Compliments to acknowledge expected behavior with 5:1 ratio
- Morning circles, classroom meetings, and class chats.



- School counselor classroom lessons
- Social Emotional Learning practices in core content areas:
 - Inclusive Welcome
 - Engaging Strategies
 - Optimistic Closure
- SEL curriculum implementation: Wayfinder
- Calming spaces designated for each classroom
- Flexible classroom seating
- [Restorative Think Sheets](#)
- Positive communication with caregivers

STUDENT INTERVENTION TEAM: ADDITIONAL BEHAVIOR & ACADEMIC SUPPORTS (TIER II AND TIER III)

When Tier 1 classroom and schoolwide supports are not enough to ensure student success, students may be brought to the school Student Intervention Team (SIT) to develop and implement Tier II and III interventions.

The Student Intervention Team (SIT) is a collaborative, general education solution-generating team made up of a variety of school perspectives. The purpose of the SIT is to

- support teachers in reflecting on and enhancing their Tier I practices and
- implement targeted Tier II and III behavior and Tier III academic interventions when needed.

Utilizing an equity lens, the team considers the whole student when making decisions that affect their long-term educational experience and sense of belonging in PPS. SIT works to provide every student and adult what they need to thrive in the general education setting. **Caregivers are notified about student strengths and challenges, as well as planned interventions, at all points in the process.**

Example Tier II Behavior Interventions	
Function: Access/Obtain Check In/Check Out Meaningful Work Social/Emotional Skills Group Check and Connect	Function: Escape/Avoid Breaks are Better Check and Connect Social/Emotional Skills Group
Example Tier III Behavior Practices & Intervention	
PRACTICES (non-exhaustive) Safety Plan Supervision Plan Planning for Managing Escalating Behaviors (with FBA/BSP)	INTERVENTION (exhaustive) Individualized interventions outlined in the FBA/BSP



DEFINING STAGE 1 AND STAGE 2/3 BEHAVIORS

Behavior level calibration will be conducted by building staff in order to properly reflect the evolving needs of our community and to accommodate the diverse racial, cultural, linguistic and developmental needs of our school.

Defining Behaviors

[Student Rights and Responsibilities Handbook](#)

DISCIPLINE POLICIES

Personal Electronic Device Violation

This occurs when a student does not have their Personal Electronic Device "off and away" as required by the policy. This includes cell phones, tablets, smart watches, and other items not listed.

Warning: Communication of expectations for "off and away."

Violation: If a student violates the school-based personal electronic device policy, their personal electronic device is confiscated, and it must be logged using the Prohibited Item Google Form. Additionally, a conversation with the student, along with a school-based intervention such as structured recess, lunch detention, lunch bunch, or a Think Sheet, should be documented as a **Stage 1** referral for Personal Electronic Device Violation.

Repeated Violation: When a student violates the school-based personal electronic device policy, the personal electronic device should be confiscated and logged using the Prohibited Item Google Form, accompanied by other appropriate school-based interventions. A parent/guardian conference should be held to develop a plan. This should be entered into Synergy as a **Stage 2** referral for Personal Electronic Device Violation. **The consequence for PED cannot result in any missed instructional time (e.g., suspensions, class exclusion, etc.).*

Revisions and Next Steps

Warning	How will your school and/or classrooms give expectations for electronic devices?
Violation	What happens if this is violated?
Repeated Violation	Repeated violations should result in a parent meeting and a plan being developed.

Purpose of All Student Behavior Responses:

De-escalate, Resolve, Restore, Re-teach, Return to Learning

EFFECTIVE CLASSROOM PRACTICES PLAN

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



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2/24/25

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

[K12 Effective Classroom Practices Plan](#)

[345 Effective Classroom Practices Plan](#)

[678 Effective Classroom Practices Plan](#)

FEEDBACK AND ACKNOWLEDGEMENT SYSTEMS

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

Description of our school-wide acknowledgement system:

Odyssey Compliments:

Compliments are awarded by staff for students who demonstrate the 7 Caring Habits in 3rd through 8th grade or students who are safe, respectful, responsible, active citizens, and accepting in Kinder through 2nd grade. Students can also give each other compliments with staff permission.

5 Compliments are drawn every month at our Anchor Assembly. Students are rewarded by the principal (e.g. hot cocoa, popsicles, etc).

Family/Caregiver Involvement & Feedback Opportunities Please see our PTA Calendar with up to date opportunities!



DATA THAT INFORMS OUR CLIMATE PLAN

Culturally Responsive Tiered Fidelity Inventory (CR-TFI) & Fidelity Implementation Tool (FIT)

This School Climate Plan is under continuous review using both the CR-TFI and domains in the FIT Assessment that pertain to strong and positive school culture and inclusive behavior/social emotional instruction. These tools guide the action planning for the implementation of a positive school climate and connect directly with this School Climate Plan and the School Continuous Improvement Plan.



Current Improvement Plans

- [School Improvement Plan](#)
-  CR-TFI Action Plan Odyssey 25-26
-  1. TFI CR 2.1.8a - linked to site.pdf

Successful Schools Survey (SSS)

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

