

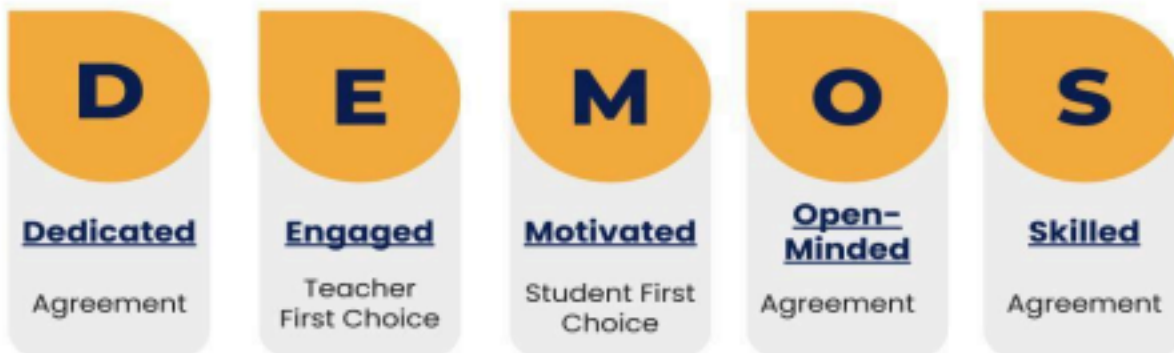


Jefferson High School

School Climate Handbook

2026-2027

Mission	Vision	Core Values
<i>The mission of Jefferson High School is to create an inclusive and collaborative student-centered academic environment that promotes racial equity and social justice. Jefferson students will graduate as critical problem-solvers, resilient lifelong learners, and informed global stewards.</i>	The vision for Jefferson High School is that 100% of students will successfully complete college-level coursework before graduating from high school.	D - Dedicated E - Engaged M - Motivated O - Open-minded S - Skilled



WHAT IS SCHOOL CLIMATE?

SCHOOL CLIMATE OVERVIEW

At Jefferson, 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. Here at Jefferson we use a ladder system to track student progress and success across three key areas: Academics, Attendance and Behavior.

SCHOOLWIDE VALUES AND COMMON AREA EXPECTATIONS

Our School's Core Values are:

D. Dedicated

E. Engaged

M. Motivated

O. Open-minded

S. Skilled

Our Core Values are the D.E.M.O.S. expectations. 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 and positively reinforce them when interacting with students, and by nominating students on the D.E.M.O.S. nomination forms. Once a month, students are acknowledged at Assemblies for exhibiting the D.E.M.O.S. traits. They receive a certificate and trophy to keep as mementos.

Common Area Expectations

Lessons are taught in classes going over [student rights and responsibilities](#). Common area expectations are reinforced in classes starting with this slide show: [Common Expectations presentation](#).



TEACHING COMMON AREA EXPECTATIONS

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

D.E.M.O.S

Dedicated

Engaged

Motivated

Open Minded

Skilled

Schoolwide (Tier 1) Climate Practices

Each Jefferson Democrat 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
- AVID is working on building: Community Circles and Weekly Community Circles to check in with students and their workload
- Leadership is working on creating space for Class Meetings/Chats with the Principal • School counselor, Social worker, and Confidential Advocates classroom visits
- Social Emotional Learning practices in core content areas:
 - Inclusive Welcome
 - Engaging Strategies
 - Optimistic Closure
- SEL curriculum implementation: Wayfinder, Caring School Communities, or We Do It for the Culture • Calming spaces in classrooms, de-escalation room with adults present in student services • 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 with 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

BEHAVIOR: THE PURPOSE OF ALL STUDENT BEHAVIOR RESPONSES – DE-ESCALATE, RESOLVE, RESTORE, RE-TEACH, RETURN TO LEARNING

	Schoolwide Practices	Classroom Practices
Tier 1 Practices	● Behavior Intervention Ladder ● Common area expectations, lessons, and signage	<u>JEFFERSON CLASSROOM POLICIES AND PROCEDURES</u>
Tier 2 Practices	● Student Intervention Team: Based on attendance, behavior, and grades data. Families are notified about student strengths and challenges, as well as planned interventions, at all points in the process. ● Counseling ● Social Worker ● Community Partners	● Call home ● Private conversation with student(s) ● Enter referral ● Call for immediate support
Tier 3 Practices	● Safety Plan ● Supervision Plan ● Planning for Managing Escalating Behaviors (with FBA/BSP)	● Bring the student to SIT team

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.

DISCIPLINE POLICIES

Jefferson High School has created and calibrated a flowchart to describe how staff respond to unexpected behaviors. If a student is escalated such that the flowchart below does not meet their needs, they may utilize the school's de-escalation space. De-escalation spaces are a predesignated non-punitive space in the school, not the classroom, for students to de-escalate with adult support.

ATTENDANCE

	Schoolwide Practices	Classroom Practices
Tier 1 Practices	Attendance Celebrations: blitzes, quarterly awards, and treats	Take accurate daily attendance
Tier 2 Practices	ASERT	Call home for students with chronic 'LAT', 'SKP', or 'A'
Tier 3 Practices	Case Management / Attendance Coach	Recommend to ASERT

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.

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 filling notecards or DEMOS nominations.

Description of our school-wide acknowledgement system:

- Staff write positive notes to students during staff meetings
- Jefferson students are nominated for demonstrating DEMOS traits and given certificates and plaques publicly at assemblies
- Students are given attendance certificates and a special breakfast, where they are recognized
- Students are placed on an Honor Roll poster and given certificates
- Assemblies are used to acknowledge academic and athletic achievement awards



Family/Caregiver Involvement & Feedback Opportunities

AUGUST ● Connect to Kinder ● Community Care Day ● Back to School Barbecue	SEPTEMBER ● Back to School Night ● Eighth Grade Night ● Climate Team Meetings ● Every Child Matters Day ● Site Council Meeting	OCTOBER ● Climate Team Meetings ● Site Council Meeting ● Gratitude Tree Leaves
NOVEMBER ● Dia de los Muertos Celebration ● Affinity Group Celebration ● Conferences ● Community Meeting	DECEMBER ● Site Council Meeting ● Climate Team Meeting	JANUARY ● Climate Team Meetings ● Site Council Meeting
FEBRUARY ● Black Excellence Celebration ● Connect to Kinder ● Community Meeting ● Site Council Meeting ● Climate Team Meetings ● Staffing Survey	MARCH ● Climate Team Meetings ● Site Council Meeting ● Rose Festival Court Assembly ● Black History Month Assembly ● Host Tubman Band	APRIL ● Connect to Kinder ● Newmark Dance Recitals ● Decision Day Celebrations ● Fine Arts Assembly ● Site Council Meeting
MAY ● PCC Middle College Graduation ● Si Se Puede Graduation ● Asian American Pacific Islander ● Modernization Sessions ● Climate Team Meetings ● Site Council Meeting ● Junior College Night	JUNE ● Site Council Meeting ● Climate Team Meetings ● Graduation	

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

- [Our most current School Continuous Improvement Plan](#)
- Our most current Restorative Justice Rubric:

SCIP- Strategies for the SCIP

Strategies and actions the school is focused on:

- MTSS Attendance, Academics, Behavior
- Focus on Learning Targets & Success Criteria
- [Strategies for Attendance](#)
- [Strategies for Academics](#)
- [Strategies for Behavior](#)
- Strategies outside of using the Ladder:
 - Title Funds will allow for PLC Planning Time for teams to understand the use of our Ladders and how to implement the supports in class
 - Learning Targets and Success Criteria- We are emphasising to Teachers that LT & SC are to be posted on their white boards and how to support our students in their learning with clarity

Successful Schools Survey (SSS)

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

[Recent Successful Schools Survey 2024-2025](#)