
Woodstock Elementary School Climate Handbook



Woodstock Expectations

- ★ Safe
- ★ Respectful
- ★ Responsible

Woodstock Values

- ★ Perseverance
- ★ Integrity
- ★ Compassion
- ★ Curiosity

2023-2024

MISSION STATEMENT

The Woodstock school community will work together to provide a safe environment contributing to the development of all students to their fullest potential; fostering compassion, curiosity, integrity, and perseverance to create successful citizens in a global society.

Table of Contents

[What Is School Climate?](#)

[Culturally Responsive Positive Behavioral Interventions & Supports \(CR-PBIS\)](#)

[Restorative Practices](#)

[Racial Equity & Social Justice \(RESJ\)](#)

[Social Emotional Learning \(SEL\)](#)

[Tier I Team](#)

[School Climate Team](#)

[Climate Team Meeting Schedule](#)

[Tier I Implementation](#)

[Behavioral Expectations](#)

[Defining Minor, Stage 1 reports, 2 and 3 Behaviors](#)

[Discipline Policies](#)

[Professional Development](#)

[Classroom Procedures & Guest Teacher Protocols](#)

[Acknowledgement Systems](#)

[Faculty Involvement](#)

[Plan for Family, Student & Community Involvement](#)

[Plan for Welcoming New Students and Families](#)

[Tier I Evaluation](#)



WHAT IS SCHOOL CLIMATE?

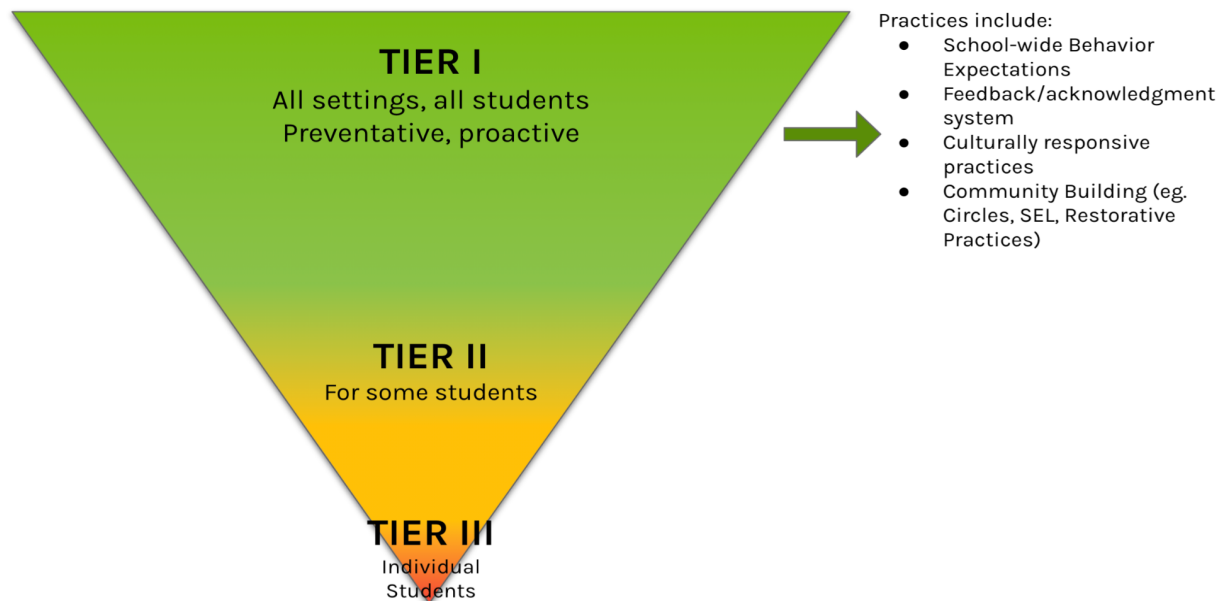
MULTI-TIERED SYSTEMS OF SUPPORT

School Climate is the most integral component of a Multi-Tiered System of Support (MTSS) framework. MTSS is focused on prevention and problem solving for all students using decision making based on data. MTSS 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. Attention is focused on creating and sustaining Tier I support (universal), Tier II intervention (targeted group), and Tier III intervention (individual) systems to help eliminate barriers to learning and enable every student to successfully reach their full potential.

SCHOOL CLIMATE OVERVIEW

School Climate encompasses culturally relevant, restorative practices with a racial equity and social justice lens, as well as school wide social emotional learning opportunities for all students in their classrooms.

MTSS FOR STUDENT SUCCESS



CULTURALLY RESPONSIVE POSITIVE BEHAVIOR INTERVENTIONS & SUPPORTS (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** co-constructed expectations of the school and classroom community,
2. Actively **acknowledge** kids when they are following the expectations,
3. Instructionally **redirect** behavior using restorative practices.



Research shows that when school staff acknowledge positive behaviors at least three times more often than redirecting behavioral mistakes, positive behavior increases significantly.

The school climate team 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.

The school climate team brings together all stakeholders to:

- Develop and promote school values
- Develop common area expectations for all parts of the building
- Design lesson plans and schedules to teach common area expectations throughout the year.
- Create and maintain systems to acknowledge students who are following expectations. This may be acknowledgement tickets, assemblies, or awards for individuals, classes, grade levels, etc.
- Develop school wide policies that are proactive, preventative and restorative.
- 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 use the Panorama Successful Schools survey data and surveys to systematically assess and review student and family voices and adjust our practices to reflect the needs of our community.

RESTORATIVE PRACTICES

Restorative Justice is a philosophy grounded in the belief that positive, healthy relationships help us thrive. When we do things that impact others and create harm to those relationships, it is our individual and collective responsibility to make things right.

Restorative Practices are the skills and processes that help us build, maintain, and repair relationships to form healthy, supportive & inclusive communities. Restorative Practices are best utilized when intentional time is devoted to community building.

Community Building Circles that 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 insure 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?



RACIAL EQUITY & SOCIAL JUSTICE (RESJ)

The Board of Education for Portland Public Schools is committed to the success of every student in each of our schools. The mission of Portland Public Schools is that by the end of elementary, middle, and high school, every student by name will meet or exceed academic standards and will be fully prepared to make productive life decisions. We believe that every student has the potential to achieve, and it is the responsibility of our school district to give each student the opportunity and support to meet his or her highest potential.

Woodstock Elementary School prioritizes racial equity work aligned to the vision set forth in the [PPS Graduate Portrait](#) that is committed to Culturally-Responsive Positive Behavioral Interventions & Supports, Multi-Tiered Systems of Support, Restorative Practices, Equity, and Social Emotional Learning.

We as a community must foster and promote a collective vision for public education so that every student -- regardless of race, gender, socioeconomic situation, special need or ability -- has access and opportunity to kindle his or her unique spark, and to build the knowledge and skills to achieve their goals.

We owe our students this.

-- Guadalupe Guerrero, Superintendent, Portland Public Schools

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, and 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.

“Transformative SEL” is a process whereby young people and adults build strong, respectful, and lasting, relationships that facilitate co-learning to critically examine root causes of inequity, and to develop collaborative solutions that lead to personal, community, and societal well-being. This form of SEL is aimed at redistributing power to promote social justice through increased engagement in school and civic life. It emphasizes the development of identity, agency, belonging, curiosity, and collaborative problem solving within the CASEL framework. ([CASEL](#))

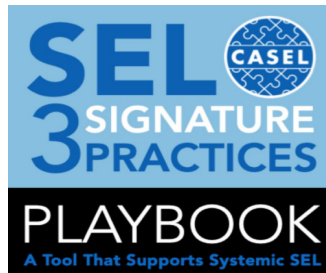
[CASEL's 3 Signature Practices](#) intentionally and explicitly help build a habit of practices through which students enhance their SEL skills: self-awareness, social awareness, self-management, relationship skills, and responsible decision-making. They provide a framework for supporting teachers in fostering a supportive environment and promoting SEL. The 3 Signature Practices can be put into practice without extensive professional learning. They can be incorporated into any K-12 [lesson](#), [community meeting](#), or [staff meeting](#) through carefully choosing, effectively



facilitating and thoughtfully debriefing a: [Warm Welcome](#), [Engaging Activity](#) & [Optimistic Closure](#).

To support current and future social and emotional needs, trauma-informed science reminds us of the need to:

- Elevate student's **cultural assets, voice, and agency**
- **Strengthen relationships**, community, and sense of belonging
- **Affirm student identities** and lived experiences
- Incorporate social and emotional skill building into **academic learning**
- Establish consistent and **predictable routines**
- **Build trusting relationships** with students and families through clear and transparent communication



THE SCHOOL CLIMATE TEAM (TIER I)

SCHOOL CLIMATE TEAM INFORMATION (1.1/1.2)

Team Member	Name	Primary Meeting Role (Facilitator, Data Analyst, Minute Taker)	Backup Meeting Role (Facilitator, Data Analyst, Minute Taker)
Climate/ILT Representative	Abby Block Maijah Rasmussen	Facilitator	Minute Taker
Administrator	Seth Johnson	Data Analyst	Facilitator
Family Member	TBD		
Behavioral Expertise	Ponny Kosmas	Team Member	Data Analyst
Coaching Expertise	Jessica Bucknam	Instructional Coach	
Knowledge of Academic/ Behavioral Patterns	LeAnne Forsberg	Minute Taker	
Knowledge of School Operations/Programs	Seth Johnson		

Climate Team Meeting Schedule

Month	Date/Time	Room	Topic/Assessment
August	August 22 8:00-11:30 AM	Jason Lee Elementary	Transformative Social Emotional Learning (TSEL) Caring School Community Curriculum Training
September	September 13 2:45-3:45 PM	TBD	
October	October 10 4:00-5:00 PM	TBD	Staff Meeting: Committee Week
November	November 8 2:45-3:45 PM	TBD	
December	December 13 2:45-3:45 PM	TBD	
January	January 4 8:30 AM-3:30 PM	TBD	MTSS Climate Team Training
	January 23 4:00-5:00 PM	TBD	Staff Meeting: Committee Week
February	February 14 2:45-3:45 PM	TBD	
March	March 3 4:00-5:00 PM	TBD	Staff Meeting: Committee Week
	March 14 8:30 AM-3:30 PM	TBD	MTSS Climate Team Training
April	April 16 4:00-5:00 PM	TBD	Staff Meeting: Committee Week
May/June	May 8 2:45-3:45 PM	TBD	

Meeting Agenda:

- Climate Team meetings {minutes} will be available for the community to review
- Monthly Discipline Data
- CR-PBIS School-wide Systems (assessing the effectiveness of our Equity Practices on school climate)
- Family and student voice: how we are ensuring 2-way communication and partnerships
- Integration of Restorative Practices

Agenda scheduled for each of our school climate meetings will be driven by prioritized features of our Culturally Responsive Tiered Fidelity (CR-TFI) Action Plan.

TIER I IMPLEMENTATION

Programmatic Supports for all Students

SCHOOLWIDE VALUES AND COMMON AREA EXPECTATIONS (1.3)

Our School Expectations are:

- Safe



- Respectful
- Responsible

Our School Values are:

- Compassion
- Curiosity
- Integrity
- Perseverance

Posters (with student, staff, family & community-produced values) have been made and distributed throughout the building in order to make 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 different in various common areas. This will help Woodstock ensure that our school values are inclusive and affirming.

These school values are important for the school community, because these are the qualities that help students be successful in life. Our students need to understand and exercise compassion, curiosity, integrity, and perseverance 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 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.

Common Area Expectations

All Areas	Be Safe! Be Respectful! Be Responsible!
Hallway	Walking Feet and Keep to the Right Hands and Feet to Self Voice and Sound Level 0
Bathrooms	Go, Flush, Wash, Leave Respect Privacy Voice Level 2
Recess and Lunch Transitions	One Long Whistle = Freeze; Three Short Whistles = Line Up Return Playground Equipment Properly Line Up with Class and Be Hallway Ready
Hot Lunch Line	Keep Doorways Clear Hands and Feet to Self Voice Level 2 (Quiet and Calm Conversation)
Cafeteria	Eat, Clean Your Area, Visit with Tablemates Raise Hand and Wait to Be Called Upon to Leave Table Voice Level 2 (Voice Level 0 When Asked to "Give Me Five")
Playground	Hands and Feet to Self Use Equipment Properly; Return to Carts at End of Recess Use Kind Language and Be a Good Sport



Office	Enter the Office Politely and State Your Purpose Be Respectful of Others and their Privacy Use Kind Manners; Say "Please" and "Thank You"
Arrivals	Arrive on Time (Between 8:08 and 8:15 AM) Great Teacher Upon Arrival or When Entering Building Voice Level 2 Outside; Voice Level 0-1 Entering Building
Assemblies & Morning Meetings	Sit Correctly on Floor Applaud Politely Follow "Give Me Five" Signal

TEACHING EXPECTATIONS (1.4)

Yearly Schedule for Teaching Common Area Expectations

Teams have a process and procedures for staff to teach students the behaviors necessary to be successful in the school setting regardless of previous learning and without disrespecting families' beliefs. When expectations differ between home or community and school, staff examine these differences critically, and if determined to be necessary, they explicitly teach the skills (including providing a clear rationale for having a different expectation at school and opportunities for practice and feedback until students demonstrate the skill fluently).

-[PBIS CR Field Guide](#), p.16

Date
August 23-25, 2023: Teams ensure that school staff understand that all students need explicit teaching about co-constructed expected behavior at school.
September 5-8, 2023: Expectation Rotation: Teachers and school staff provide common area expectation instruction.
January 8-12, 2024: Climate Booster Week: Teachers and school staff provide common area expectation instruction refresher.
June 10-11, 2023: School wide recognition and celebration of common area behavior.

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. This includes acknowledging positive behaviors and actions, scanning for potential growth areas, modeling and supporting regulation strategies, and using restorative practices to reduce and repair harm.



DEFINING STAGE 1 AND STAGE 2/3 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.

Defining Behaviors

Woodstock School Stage 1 vs. Stage 2/3 Behavior Definitions

[PPS Students Rights and Responsibilities Handbook](#)

Problem Behavior	Classroom Managed Stage 1	Office Managed Stage 2/3
Inappropriate Language or Verbal Abuse	Mild Cursing <ul style="list-style-type: none"> Name calling Swearing not directed at anyone 	Abusive or profane language, Indecent (Obscene) Gesture <ul style="list-style-type: none"> Abusive language or swearing directed toward another student or adult (to include vulgarity & hand gestures.)
Physical Aggression	Play Fighting, Pushing or Shoving <ul style="list-style-type: none"> Pushing, poking, pinching, jostling Retaliating as above Play wrestling or body holds Rough play that continues after warnings 	Assault/Menacing, Fighting <ul style="list-style-type: none"> Hitting, kicking, punching, shoving, or spitting toward another Grabbing, biting, pulling Intent to harm
Property Damage	Damaging Property <ul style="list-style-type: none"> Improper use of equipment Damage to small or insignificant items 	Deliberate Misuse of Property, Vandalism Minor, Major <ul style="list-style-type: none"> Serious or costly damage Intentional damage or misuse of substantial items
Defiance	Mild Defiance, Not Following Directions <ul style="list-style-type: none"> Initial refusal to obey staff 	Open Defiance, Willful Disobedience, Insubordination <ul style="list-style-type: none"> Repeated/continuous refusal to follow directions Defiance combined with inappropriate language
Theft/Forgery	Taking Another's Property <ul style="list-style-type: none"> Taking small or insignificant items 	Forgery, Theft: Minor, Minor <ul style="list-style-type: none"> Repeated minor thefts Theft of other's items, money, or school equipment Forging another person's signature
Disrupting (Learning or Individuals)	Bothering/Pestering, Excessive Talking, Talking Too Loud <ul style="list-style-type: none"> Making inappropriate noise Talk outs/silly answers Disruption to class after warning Distractions to class 	Disruptive Conduct <ul style="list-style-type: none"> Major interference with learning process Continual/ongoing disruption to learning environment
Harassment/Bullying	Teasing/Putdowns <ul style="list-style-type: none"> Altering names Teasing Hurting feelings/thoughtlessness 	Harassment: Bullying <ul style="list-style-type: none"> Repetitive antagonizing Repeated teasing or threats Unwanted comments with intent to embarrass or make others feel unwelcome
Other	Running (in an unsafe place) Cheating Phone or Smart Watch Misuse	Plagiarism/Cheating False Fire Alarm (Class Cutting) Leaving w/o Permission Inappropriate use of Technology <i>Display of Patently Offensive Material, Gambling, Inappropriate Dress, Loitering, Possession of Prohibited Item, Possession/Use of Stolen Property, Reckless Vehicle Use,</i>



		<i>Threat of Violence, Trespassing, Truancy, Alcohol/Drug, Arson/Attempted Arson, Battery, Bomb Threat, Burglary, Extortion, Firecrackers/Explosives, Gang Identifier, Harassment: Sexual, Indecent Exposure, Robbery, Tobacco Use and/or Possession, Weapon</i>
--	--	--

INTERVENTIONS AND ACTIONS TO TRY

Interventions	Actions
Restorative Justice Practices	Parent Meeting/Teaming with Parents
Check-In/Check-Out	Principal/School Psychologist Consultation
1:1 Instruction	PLCs/Teacher Collaboration/Networking
Small Group Academic Instruction	Communication w/ Previous Teachers
Small Group or Individual SEL Support	Consult w/ School Counselors/Specialists
Collaborative Problem Solving	Student History Review
Positive Behavior Recognition	Weekly/Daily Reports
Class Reward/Celebrations/Incentives	Climate and/or Equity Team Consultation
“Star Charts” or Behavior Reports	PLCs/Teacher Collaboration/Networking
Attendance Interventions	PLCs/Teacher Collaboration/Networking
Classroom Accommodations	PLCs/Teacher Collaboration/Networking



DISCIPLINE POLICIES (1.6)

Woodstock staff will emphasize proactive, instructive, and restorative approaches to student behavior that are implemented consistently and reflect the community values and practices.

All staff and students will receive training in the agreed upon School Wide Expectations at the start of the year and mid-way through the year. Appropriate and expected behaviors will be recognized and acknowledged throughout the school year. In an instance when a student exhibits behavior that does not align with the school expectations or values, staff will provide opportunities for instruction, reteaching, and restorative practices. The School Counselor(s) and Building Administrator(s) will support efforts for pre-teaching, reteaching, and restorative practices.

In the event a student does receive a referral, a Building Administrator and/or Counselor will utilize proactive, instructive, and restorative practices to provide support for the student, parents/guardians, teacher, and others impacted by the behavior/incident.

The following chart outlines the Woodstock Elementary Discipline Process:

Woodstock Elementary Discipline Process

<u>Classroom Managed*</u>	<u>Office Managed</u>
<ul style="list-style-type: none"> ★ Any staff member can document the behavior ★ Certified staff member contacts parents ★ Follow-through by certified staff 	<ul style="list-style-type: none"> ★ Any staff member can document the behavior ★ Certified staff member initiates parent contact ★ Follow-through by administrator or designee
<ol style="list-style-type: none"> 1. When a student misbehaves, provide a warning and a quick reteach of expectations. 2. If behavior continues, student will take a break, confer with staff member, and rejoin when ready. 3. If the behavior still continues, the observer will then complete a “Stage 1 Behavior Report” and submit the form to the administration. Classroom teacher is required to contact the parent or guardian. (Unless other plans are made with administrator or other professional educator.) 4. Administration will document the incident and send a report to the family. <p><i>*One or more of these steps may be skipped if the behavior warrants.</i></p>	<ol style="list-style-type: none"> 1. Talk with student and identify problem behavior. 2. Send student to the office. (Call the office.)* 3. Complete “Stage 2/3 Behavior Report” on Google Form. 4. Classroom teacher contacts the student’s family, unless the building administrator instructs otherwise. 5. Building Administrator or designee calls parent or guardian to follow-up and address the behavior. 6. Administration will document the incident, send a report to the family, and follow up with the referring staff member. <p><i>*If there was a professional educator directed removal from the classroom, the administrator or designee will confer with the professional educator. This shall generally occur before the student returns to class.</i></p>

In the event the building administrator(s) is(are) out of the building, a professional educator will be designated to address office managed discipline incidents.



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 and Handbook Overview: <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 (STAFF MEETING) MODULE 1: Pre-Service Climate & Culture Slides Module 1 Facilitator's Guide	Climate Team
September	Module 2: Integrated School Climate & Culture Practices September 2023	Climate Team
October	Module 3: Integrated School Climate & Culture Practices October 2023	
November	Successful Schools Survey	
December	Module 4: Integrated School Climate & Culture Practices December 2023	
January	Successful Schools Survey Data Review	
February	Module 5: FEBRUARY 2023 Integrated School Climate & Culture Practices	
March	Module 6: MARCH 2023 Integrated School Climate & Culture Practices	
April	MTSS Module 7	
May	MTSS Module 8	

CLASSROOM PROCEDURES (1.8)

Every teacher will have an Effective Classroom Practices Plan (ECPP). ECPPs will be shared with administration no later than the day before back to school night. Co-creating classroom practices reduces variability between classrooms and makes it more consistent for students. Some sample plans are provided below and PD time will be provided in the first two weeks of school to complete these documents.

The Classroom Practices Plan template, covers the essential features of effective classroom practices: Structure, teaching expectations, acknowledging positive behaviors, and supporting regulation & restorative practices.

FEEDBACK AND ACKNOWLEDGEMENT SYSTEMS (1.9)

Research shows that when staff "catches" a student 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.

Positive Behavior Rewards

Pride Insides and PICC of the Week

Part of being a PBIS school involves giving students tickets when they demonstrate positive behaviors. Each staff member is encouraged to give 5 tickets daily to students throughout the building. Pair ticket with praise based on positive behavior demonstrated. For example, “Thank you for walking safely in the hallway!”

Students keep the top copy to take home, and the duplicate gets entered into their classroom collection bin. Each week, at Friday Morning Meeting, teachers will publicly compliment one student for a specific behavior. (PICC of the week. This stands for Perseverance - Integrity - Compassion - Curiosity.) Teachers will keep track to ensure each student gets recognized at least once throughout the course of the school year.

Woodstock Elementary	
Pride Inside 小金票	
	<input type="checkbox"/> Safe 安全 <input type="checkbox"/> Respectful 尊重他人 <input type="checkbox"/> Responsible 负责任
Student 学生姓名 _____	From 教职员工签名 _____

Lion's Den

Each Friday, collected Pride Insides are emptied into our “Lion’s Den” as part of our Friday Morning Meetings. Students work to fill the den to earn school-wide incentives, such as a dance party or bonus recess.

Tokens

Wooden tokens are another method of recognizing and celebrating whole class positive behavior. All non-classroom teaching staff will be able to hand-out “class compliments” in the form of a wooden token. Examples include demonstrating expected hallway behavior, earning a “5” in specials, or transitioning appropriately from recess to lunch.



Acknowledgement Matrix

Type	What	When/Where	Who Gives Them?
Immediate/ High frequency	Pride Insides	Classroom & Common areas	All Staff
Redemption of immediate/ High Frequency	Classroom Drawings	Classroom	Classroom Teachers
Long term school wide Celebrations	Celebration of Values	Morning Meetings	Climate Team
Continued Excellence Programs	Classroom Banners Individual Pride Inside Recognition	Morning Meetings	Classroom Teachers Support Staff Building Administration

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	2022-2023 MAP Data	School Wide Data Review and Planning
November	MAP, DIBELS, & Level Learning Fall Assessment Data	Reflections and Refinements; Tier II/III Intervention Support; Counseling/SEL Data
January	MAP, DIBELS, & Level Learning Winter Assessment Data	Reflections and Refinements; Tier II/III Intervention Support; Counseling/SEL Data
May	MAP, DIBELS, & Level Learning Winter Assessment Data	Reflections and Refinements; Tier II/III Intervention Support; Counseling/SEL Data
June	School Climate Survey	Data Review and 2024-2025 School Year Planning

PLAN FOR FAMILY, STUDENT AND COMMUNITY INVOLVEMENT (1.11)**Schedule for family involvement activities**

Date	Activity	Organizer
8/19	Woodstock Project Community Care Day	Principal
8/21	PTA Ice Cream Social	PTA
9/5	Kindergarten Parent Orientation and Breakfast	Principal
9/6	Open House TAG Info Session ELD Info Session	Principal/Teachers TAG Coordinator ELD Department
9/8	Welcome Back Popsicle Party	PTA
9/11	PTA Meeting	PTA
10/4	Community Coffee Conversation	Principal
10/9	PTA Meeting	PTA
10/27	Harvest Carnival	PTA
11/2	Community Coffee Conversation	Principal
11/13	PTA Meeting	PTA
11/17	Grandparents' and Special Friends' Day	School
11/20-21	Conferences	School/Teachers
12/6	Community Coffee Conversation	Principal
12/14	Arts Showcase	Principal/Arts Teachers
1/3	Community Coffee Conversation	Principal



1/8	PTA Meeting	PTA
1/17	"Bring Your Grown-Up To School" Curriculum Night	ILT
2/7	Community Coffee Conversation	Principal
2/16	Chinese Cultural Meal & Lunar New Year Parade	PTA/Principal/Nutrition Services
2/28	TENTATIVE: Kinder Connect Meeting	Principal
3/1	PTA Talent Show	PTA
3/6	Community Coffee Conversation	Principal
4/1	Community Coffee Conversation	Principal
4/15	PTA Meeting	PTA
5/1	Community Coffee Conversation	Principal
5/13	PTA Meeting	PTA
5/23	Spring Arts Showcase	Principal/Arts Teachers
6/7	PTA Carnival	PTA
6/10	Field Day	School/PE Teachers
6/11	School Wide Picnic	School
6/11	Completion Ceremony and Events	Principal/5th Grade Teachers

Plan for Student Involvement

Student Leadership Team will meet monthly and send representation to School Climate Team Meetings, when possible.

Woodstock New Student/Family Plan

Families that arrive mid-year are provided a guided tour by a member of the student leadership team and the parents/guardians are offered a welcoming/onboarding meeting with the school counselors and/or administration.

TIER I EVALUATION

Evaluation of the Effects and Fidelity of the School Climate Practices

DISCIPLINE DATA (1.12)

Tiered Fidelity Inventory (CR-TFI) guides the action planning for the implementation of a 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

- 2021-2022: Not conducted due to distance learning.

Successful Schools Survey (SSS)

- Completed once a year in February by all students (grades 3-12), staff, and families.
- Reviewed by the School Climate Team and shared with staff, students and families. Used to monitor and adjust climate initiatives.
- Accessed via the Panorama [dashboard](#).

Recent SSS data

- 2021-2022: Available upon request

School Climate Action Plan (CR-TFI): Available upon request

School Climate Handbook FAQ

Who can write a referral and who is responsible for calling the student's family?

- Any staff member can write a referral.
- Certified teacher is responsible for calling the family unless the building administrator instructs otherwise.

How do I know which referral to fill out?

- Go to page 9 in the School Climate Handbook.

What happens on the parent end when a student receives a referral?

- Classroom teacher is required to contact parent/guardian unless building administrator instructs otherwise.
- A copy is given to administrators and entered into Synergy. Parents are sent a disciplinary action form through Synergy. Administration follows up with the classroom teacher.

Where do I find _____ ?

- **SIT Request for Assistance** - <https://dashboard.pps.net/Dashboard/>
- **Stage 1 referrals** - on Synergy
- **Stage 2/3 referrals** - on Google Forms
- **THINK Sheets** - In a file labeled "THINK Sheets" near the sign in sheet on the counter in the front office.
- **Pride Insides and Wooden Tokens** - Pride Insides are found near the referrals in the main office in the cabinets by Selena and Tabitha's desk (under the counter). Wooden tokens are in a tub by the mailboxes.




Name: _____

Date: _____

Pause and Reflect

What happened? Draw or write:



What do I need help with? Draw or write:



Teacher notes:



姓名：_____

日期：_____

停下来仔细想想

发生什么事了？画出或写下：



我需要什么帮助？画出或写下：

请帮我

教师备注：_____

