

Woodstock Elementary 2025-2026

School Climate Plan



Mission

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

Vision

Growing, learning, supporting each other.

Core Values

Perseverance
Integrity
Curiosity
Compassion

WHAT IS SCHOOL CLIMATE?

SCHOOL CLIMATE OVERVIEW

School Climate encompasses culturally relevant Positive Behavioral Interventions and Supports (PBIS), restorative practices and schoolwide social-emotional learning opportunities for all students in their classrooms. Racial equity and social justice is woven into all aspects of school climate to ensure that all students feel 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. Within an MTSS structure, all students receive sustaining **universal supports (Tier I)**. Additional support is provided for students that need it through **targeted interventions (Tier II)**, and **individualized interventions (Tier III)**. 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

- **Perseverance**
- **Integrity**
- **Curiosity**
- **Compassion**

Our Core Values were created with student, staff, family and community input. Posters are 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 Elementary ensure that our core values are inclusive and affirming.

Students need to understand and exercise our core values on a regular basis to master the skills to be successful and prepared to be college and career ready. All adults acknowledge and reinforce these core values when interacting with students.

Our core values are woven into our regular teaching practices in every lesson and in every class period throughout the grade levels. Staff name them consistently and strategically teach and review our core values 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 and Personal Space Voice Level 1
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 COMMON AREA EXPECTATIONS

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

[Woodstock Common Areas Expectations](#) (CR-TFI Item 1.4)

Date	Event/Activity
August 26-27 (1-5) September 4-5 (K)	Expectation Rotation: Teachers and school staff provide common area expectation instruction.
January 12-16	Climate Booster Week: Teachers and school staff provide review of common area expectation instructions. Common Area Expectation Rotation (Booster Week) 2025-2026
March 30-31	Post-Spring Break Refresher: Teachers as school staff provide common area expectation refresher entering the last months of school, focused on a highlighted (by data) area.

SCHOOLWIDE (TIER 1) CLIMATE PRACTICES

Each Woodstock Elementary 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
- PICC of the Week Recognition
- Classroom Community Agreements
- Community Circles



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- “Pride Insides” to acknowledge expected behavior
- School counselor classroom lessons
- Social Emotional Learning classroom lessons
- Common Area Expectation lessons three times per year
- Calming spaces in each classroom
- Flexible seating
- [Think Sheets](#) to help reflect on behavior

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. **Families 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

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, Threat of Violence, Trespassing, Truancy, Alcohol/Drug, Arson/Attempted Arson, Battery, Bomb Threat, Burglary, Extortion, Firecrackers/Explosives, Gang Identifier,</i>



DISCIPLINE POLICIES

Woodstock has created and calibrated around 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 deescalation space. De-escalation spaces are a predesignated space in the school, not the classroom, for students to de-escalate with adult support.

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. (Staff member may choose to use a Think Sheet.) 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. Notify the office and request support if needed.* 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>

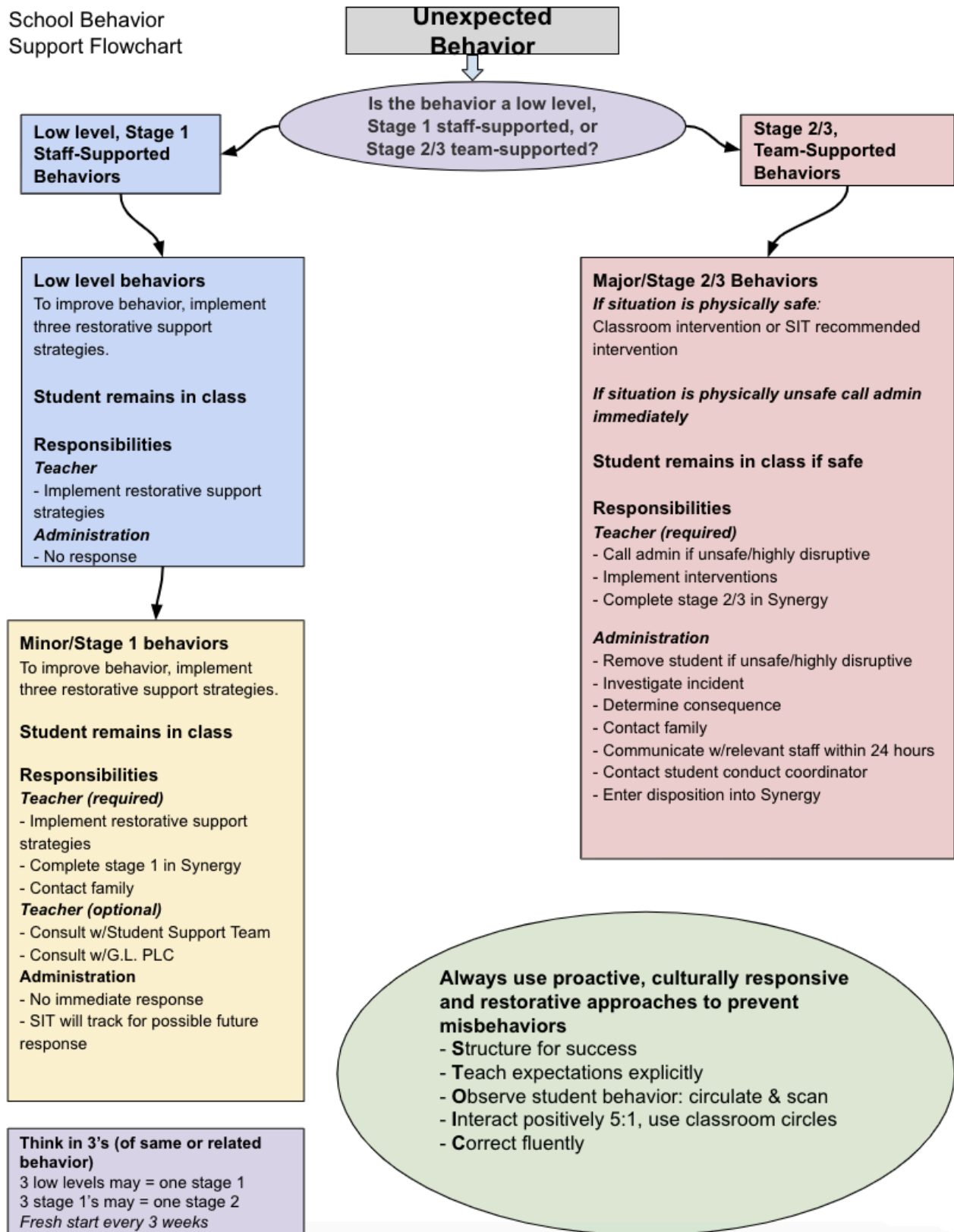
In the event the building administrator(s) is(are) out of the building, a professional educator will be designated to address office managed discipline incidents.

Purpose of All Student Behavior Responses:

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



School Behavior Support Flowchart



v. 2023.04.03



EFFECTIVE CLASSROOM PRACTICES PLAN

Every teacher will have an Effective Classroom Practices Plan (ECP Plan). ECP Plans 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 professional development time will be provided in the first two weeks of school to complete these documents.

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

[Woodstock Effective Classroom Practices Plans \(2024-2025\)](#)

FEEDBACK AND ACKNOWLEDGEMENT SYSTEMS

Research shows that when staff observe and acknowledge students exhibiting appropriate behaviors, those behaviors will increase and misbehaviors will decrease. Specific praise is extremely important in increasing the recurrence of appropriate behaviors. When observing appropriate behaviors in the common areas/ classrooms/ buses, all staff acknowledge students exhibiting our core values verbally and through Pride Insides, PICCs, and Woodstock Tokens.

Positive Behavior Rewards

Pride Insides

Part of being a PBIS school involves acknowledging students when they demonstrate positive behaviors. Each staff member can and is encouraged to give five 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.

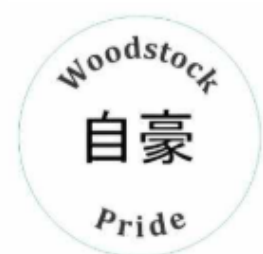
PICCs of the Week

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.

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, good behavior in specials, or transitioning appropriately from recess to lunch.

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 _____



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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	Golden Awards Individual Pride Inside Recognition	Morning Meetings	Classroom Teachers Support Staff Building Administration

Family Involvement & Feedback

AUGUST <ul style="list-style-type: none"> • Connect to Kinder • Community Care Day 	SEPTEMBER <ul style="list-style-type: none"> • Open House • Climate Team Meetings • Site Council Meeting • Coffee Conversation • PTA Meeting 	OCTOBER <ul style="list-style-type: none"> • Climate Team Meetings • Coffee Conversation • PTA Meeting
NOVEMBER <ul style="list-style-type: none"> • Conferences • Coffee Conversation • Climate Team Meetings • Site Council Meeting 	DECEMBER <ul style="list-style-type: none"> • Climate Team Meeting • Coffee Conversation 	JANUARY <ul style="list-style-type: none"> • Climate Team Meetings • PTA Meeting • "Bring Your Grown-Up To School" Curriculum Night
FEBRUARY <ul style="list-style-type: none"> • Connect to Kinder • Coffee Conversation • Site Council Meeting • Climate Team Meetings • Lunar New Year Celebration 	MARCH <ul style="list-style-type: none"> • Climate Team Meetings • Coffee Conversation • PTA Meeting • Site Council 	APRIL <ul style="list-style-type: none"> • Connect to Kinder • Coffee Conversation • Climate Team Meetings
MAY <ul style="list-style-type: none"> • Coffee Conversation • PTA Meeting • Climate Team Meetings • Site Council Meeting 	JUNE <ul style="list-style-type: none"> • Coffee Conversation • Climate Team Meetings • School Wide Picnic 	




FIDELITY DATA

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.



School Improvement Plan

- Woodstock School Continuous Improvement Plan (To Be Updated with 2025-2026 Plan)
 - o  Woodstock SCIP 2024-2025

Successful Schools Survey (SSS)

- Completed once a year in November 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

- Woodstock Successful Schools Survey
 - o  Woodstock Successful School Survey 2024-2025 - Family Members.pdf
 - o  Woodstock Successful Schools Survey 2024-2025 - Students.pdf

