

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 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 are 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 who 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 our expectations look differently in various common areas. This will help Woodstock Elementary ensure that our core values are inclusive and affirming for all students.

Students need to understand and exercise our core values regularly 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 our 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 the 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 7:53 and 8:00 AM) Greet 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 and 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
- "Pride Insides" to acknowledge expected behavior
- School counselor classroom lessons
- Social Emotional Learning classroom lessons
- Common Area Expectation lessons three times per year



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- 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 the [PPS 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 SIT 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

PERSONAL ELECTRONIC DEVICES: CELL PHONE POLICY - [NEW 2025/26](#)

In alignment with the new PPS board policy, students must keep personal electronic devices off and away throughout the school day. This includes cell phones, tablets, smart watches, and similar devices. This is reflected in our school's behavior matrix and discipline flowchart, linked below.



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.

Low-Level Behaviors Behaviors are handled on the spot using simple redirections, support strategies and teachable moments Repeated: teacher contacts parent.	Stage 1 Classroom Intervention PPS Stage 1 report used: Teacher makes contact with guardian by phone, voice mail, email or in person as needed.	Minor Stage 2/ Major Stage 3 Office Intervention Office referrals: The teacher may contact the parent. Admin or SCS will make follow-up contact by phone or in person with the guardian within 24-48 hours as needed.
Personal Electronic Device <ul style="list-style-type: none"> Student forgot to turn off their device, including cell phones, tablets, smart watches, etc, when they arrived at school and it pings, but they weren't using it and it has been away since they've arrived at school. 	Personal Electronic Devices <ul style="list-style-type: none"> First violation of the Off and Away policy Using or having a PED (Phone, smartwatch, tablet) out during the school day. <p>STAGE 1: <i>Personal Electronic Device Violation</i></p>	Personal Electronic Devices <ul style="list-style-type: none"> Second violation and third violations-device is confiscated, logged using the Prohibited Item Google Form. Documented as Stage 2. See the Student Rights and Responsibilities Handbook p. 5 for more details. <p>Stage 2: <i>Personal Electronic Device Violation</i></p>
Language <ul style="list-style-type: none"> Language "slips" Inappropriate non-swearing language Student repeats language but doesn't understand its meaning 	Use of Inappropriate Language (written/spoken) <ul style="list-style-type: none"> Use of "lesser" swear words Use of obscene hand gestures Minor suggestive/sexual talk <div>STAGE 1: <i>Mild Cursing</i></div>	Abusive/Profane Language (written/spoken) <ul style="list-style-type: none"> Use of "greater" swear words directed at others Repeated obscene/offensive gestures Repeated or explicit/offensive sexual talk Threatening conversation <div>STAGE 2/3: <i>Harassment and Bullying, Language Abusive/Profane</i></div>
Vandalism/Theft/Misuse of Property <ul style="list-style-type: none"> Careless accident causing the destruction of classroom materials Teasingly taking others possessions Writing on desk with pencil Writing on whiteboard with dry-erase markers without permission 	Vandalism/Theft/Misuse of Property <ul style="list-style-type: none"> Thoughtlessly damaging property that takes time to fix. Taking other's possessions w/o permission (items returned) <div>STAGE 1: <i>Damaging Property, Taking Other's Property if under \$50</i></div>	Vandalism/Theft/Misuse of Property <ul style="list-style-type: none"> Taking others possessions to keep Purposefully damaging property- may be timely or costly to fix <div>STAGE 2/3: <i>Theft, Property Damage</i></div>



Classroom Attentiveness <ul style="list-style-type: none"> ● Playing with toys/materials ● Noise making and/or talking ● Out of seat ● Cutting in line ● Frequent bathroom breaks ● Calling out 	Classroom Disruption <ul style="list-style-type: none"> ● Repeatedly off task, calling out that interrupts learning, repeatedly interrupting others ● Argumentative with peers and adults <div> STAGE 1: <i>Excessive Talking, Bothering/Pestering, Mild Defiance, Not Following Directions</i> </div>	Chronic/Serious Classroom Disruption <ul style="list-style-type: none"> ● Unsafe Behaviors/Disruptions leading to room clear: physical attack, throwing items, using classroom items to threaten others ● Loud and repeated cursing ● Knocking over desks or materials. <div> STAGE 2/3: <i>Disruptive Conduct</i> </div>
Reluctant Compliance <ul style="list-style-type: none"> ● Initially resisting or ignoring directions ● Not responding in a timely manner; not in tune with the routines/environment of the classroom 	Ignoring Instructions <ul style="list-style-type: none"> ● Repeatedly and intentionally ignoring reasonable requests ● Refusing to do work <div> STAGE 1: <i>Mild Defiance, Not Following Directions</i> </div>	Defiance <ul style="list-style-type: none"> ● Escalated body and/or verbal language ● Leaving the classroom w/o permission. ● Pushing past staff when asked to wait <div> STAGE 2/3: <i>Class Cutting/Leaving w/out Permission Insubordination/Defiance/Disobedience Minor/major</i> </div>
Teasing <ul style="list-style-type: none"> ● Altering names without it being racially, sexually, or any other seriously insulting innuendo. (Nonsense teasing) ● Annoying on purpose: bothering/pestering (non-sexual, non-racial) 	Early Response to Bullying/Harassment <ul style="list-style-type: none"> ● Put Downs or “roasts” ● Threatening stares ● Mean-spirited teasing ● Personal verbal attacks <div> STAGE 1: <i>Teasing/Putdowns Bothering/Pestering</i> </div>	Escalated/Severe Response to Bullying/Harassment <ul style="list-style-type: none"> ● Documented patterns of “put downs,” “roasts,” or personal attacks ● Threats/extortions, encouraging others to fight ● Ethnic/racist, disability related, sexual orientation, gender, religious- based remarks, and others not listed ● Sexual Harassment- sexually explicit/ suggestive writing, drawings, actions. <div> STAGE 2/3: <i>Harassment/ Bullying, Language: Abusive/Profane</i> </div>
Hands/Feet/Objects to Self <ul style="list-style-type: none"> ● Poking or pushing, pinching, jostling ● Throwing minor or small materials such as pieces of an eraser, paper, or items that won't injure. 	Rowdiness <ul style="list-style-type: none"> ● Play wrestling, body holds, light kicking, light hitting, pushing/shoving, aggressive posturing ● Throwing classroom materials that could injure, with the intent to hit others. <div> STAGE 1: <i>Play Fighting, Pushing/Shoving</i> </div>	Fighting/Physical Attack <ul style="list-style-type: none"> ● Hitting/kicking/punching/ pushing with the intent to seriously harm, grabbing clothing, hair-pulling, spitting ● Throwing objects with the intent to harm others/or causing harm <div> STAGE 2/3: <i>Threat Causing Fear of Harm, Physical Attack/Harm, Physical Contact-Inappropriate</i> </div>



DISCIPLINE POLICIES

Woodstock 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 space in the school, not the classroom, for students to de-escalate with adult support.

Woodstock Elementary Discipline Process

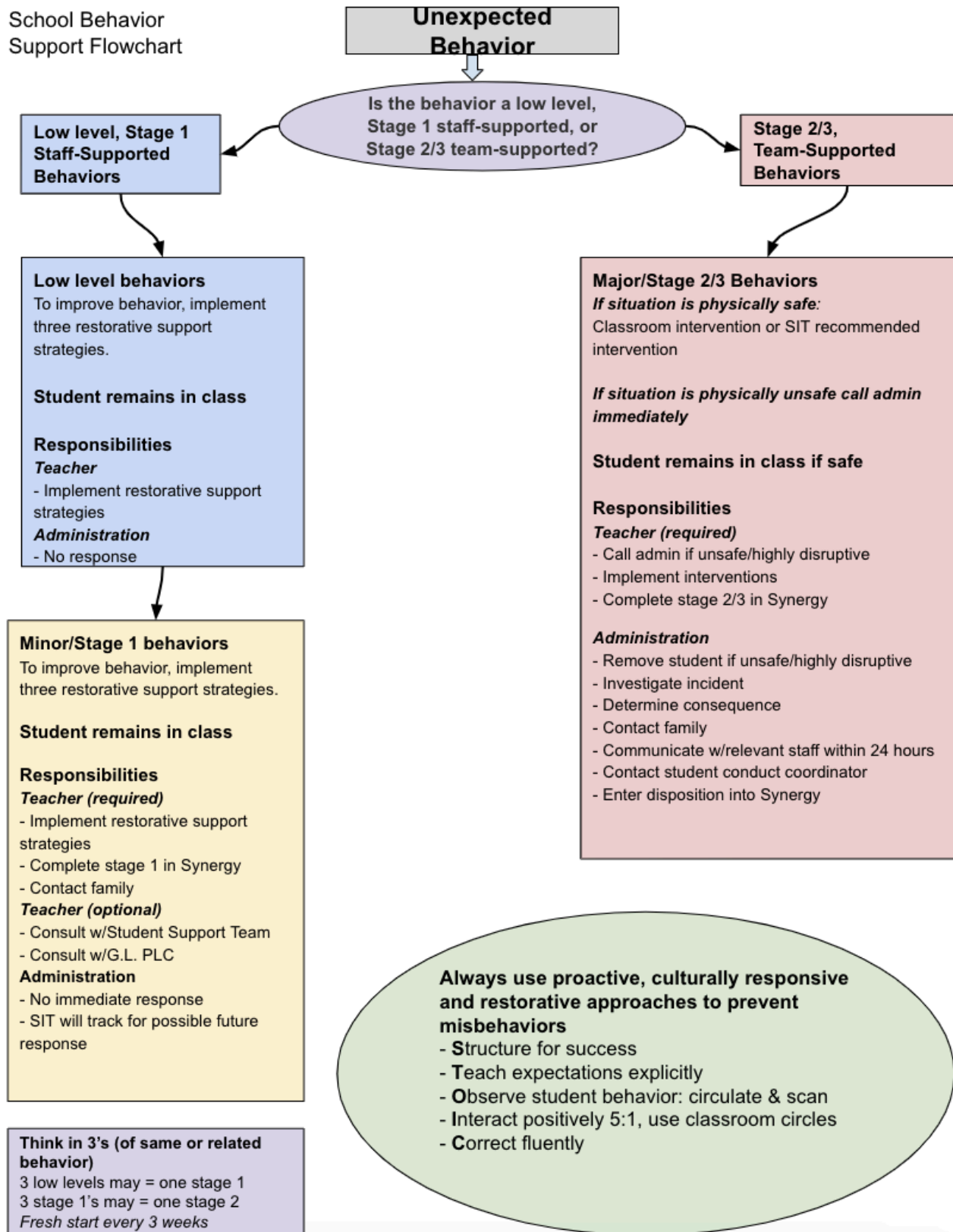
<u>Classroom Managed*</u>	<u>Office Managed</u>
<ul style="list-style-type: none"> ★ Any staff member can document the behavior ★ Certified staff member contacts parents ★ Follow-through by certified staff 	<ul style="list-style-type: none"> ★ Any staff member can document the behavior ★ Certified staff 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 the 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 initially 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



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EFFECTIVE CLASSROOM PRACTICES PLAN

Every teacher will have an Effective Classroom Practices Plan (ECP Plan). ECP Plans will be shared with the 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](#) 2025/26

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

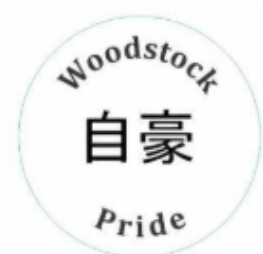
Wooden tokens are another method of recognizing and celebrating whole class positive behavior. All non-classroom teaching staff will be able to hand-out "class compliments" in the form of a wooden token. Examples include demonstrating expected hallway behavior, good behavior in specials, or transitioning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

Woodstock Elementary
Pride Inside 小金票


- ☐ Safe 安全
- ☐ Respectful 尊重他人
- ☐ 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 ● PTA Meeting 	OCTOBER <ul style="list-style-type: none"> ● Climate Team Meetings ● Coffee Conversations ● PTA Meeting
NOVEMBER <ul style="list-style-type: none"> ● Conferences ● Coffee Conversations ● Climate Team Meetings ● Site Council Meeting 	DECEMBER <ul style="list-style-type: none"> ● Climate Team Meeting ● Coffee Conversations 	JANUARY <ul style="list-style-type: none"> ● Climate Team Meetings ● PTA Meeting
FEBRUARY <ul style="list-style-type: none"> ● Connect to Kinder ● Coffee Conversations ● Site Council Meeting ● Climate Team Meetings ● Lunar New Year Celebration 	MARCH <ul style="list-style-type: none"> ● Climate Team Meetings ● Coffee Conversations ● "Bring Your Grown-Up To School" Curriculum Night ● PTA Meeting ● Site Council 	APRIL <ul style="list-style-type: none"> ● Connect to Kinder ● Coffee Conversation ● Climate Team Meetings ● Site Council
MAY <ul style="list-style-type: none"> ● Coffee Conversations ● 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

