
Forest Park Elementary School Climate Handbook 25–26



Forest Park Elementary School

Be Safe

Be Respectful

Be Responsible

Be Kind

Forest Park ES Mission:

Forest Park Elementary School is a community where students develop agency in their gifts. As lifelong learners we support each other demonstrating that agency in knowledge, skills, and values required for productive global citizenship. With mutual respect, cooperation, trust, support, commitment and community involvement, we co-create joyful learning spaces. In this safe space, we set high expectations to teach and challenge each child to achieve their fullest potential academically, intellectually, emotionally, creatively, socially and physically.

Vision:

All students have gifts. As educators we look for and see these gifts in order to support discovery, development, growth, and achievement among all students. We promote each other's gifts in safe, joyful, and inclusive learning environments.

Core Values:

Forest Park Elementary Students, Teachers, Staff, Families, and Community Members promote:

Safety

Respectfulness

Responsibility

Kindness

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 (MTSS)

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

1. **Safety:** We promote a climate of social-emotional and physical safety
2. **Respectfulness:** We find ways to understand and support each other in all ways
3. **Responsibility:** We develop accountability and support each other in that development
4. **Kindness:** In all we do, we emphasize kindness

Our Core Values were created with student, staff, family & 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 FPE 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:

Personal Electronic Device (PED) Policy:

- Students expected to turn all PEDs off and put them away during unpack-time at the start of the day (7:52am)
- PEDs remain off and away in backpacks
- Students may retrieve and turn on PEDs at the end of the day, dismissal at 2:30pm
- [Board Policy 8.60.039-P Student Use of Personal Electronic Devices in Schools](#)
- [Administrative Directive 8.60.038-AD Student Use of Personal Electronic Devices in Schools](#)

Cafeteria Expectations:

- Arrive/Use/Depart cafeteria in manner that considers safety of all students
- Keep hands, feet, and objects to self
- Level 2 voice (table talk)
- Stay in your seat
- Keep our cafeteria clean
- Raise your hand for help

Hallway Expectations

- Cooperate with students, teachers, staff, volunteers
- Keep hands and feet and objects to self
- Level 0 voice (silent)
- Walk to the right side of each hallway (traffic pattern)
- Stay in the frame

Bathroom Expectations

- Keep hands and feet to self
- Level 1 voice (whisper)
- Go
- Flush
- Wash
- Leave



Office

- Greet students, families, staff, teachers in friendly manner
- Keep hands and feet and objects to self
- Level 1 voice (whisper)
- All students must have a hall pass
- Check in with office staff
- Stay in your seat

Playground

- Have fun
- Follow Forest Park game rules
- Safe hands and bodies
- Stay in expected area
- Level 0 voice (silent) when you hear the whistle
- Abide established traffic-flow to lunch or with teachers when returning to bldg.
- Take turns and share

Stage Positive (Green) Referral:

suggested:

[Stage Positive Office Referral Form](#)

Research has shown that an increase in positive referrals leads to a decrease in office referrals for discipline concerns.

FPE Common Area Expectations

Location	Voice Level	Be Safe	Be Respectful	Be Responsible	Be Kind
Cafeteria	2	<ul style="list-style-type: none"> • Keep hands, feet, and objects to self • Stay in your seat • Keep our cafeteria clean • Raise your hand for help 			
Hallway/Stairs	0	<ul style="list-style-type: none"> • Keep hands and feet and objects to self • Walk on the right • Stay in the frame 			



Bathroom	1	<ul style="list-style-type: none"> • Keep hands and feet to self • Go • Flush • Wash • Leave
Playground	0 - 4	<ul style="list-style-type: none"> • Follow Forest Park game rules • Safe hands and bodies • Stay in expected area • Level 0 voice (silent) when you hear the whistle • Line up in the frame • Take turns and share
Auditorium	0	<ul style="list-style-type: none"> • Stay seated • Hands and feet to self • Keep ALL food and drinks outside of auditorium
Office	1	<ul style="list-style-type: none"> • Keep hands and feet and objects to self • Level 1 voice (whisper) • All students must have a hall pass • Check in with office staff • Stay in your seat

TEACHING COMMON AREA EXPECTATIONS

All students are taught the common area expectations at least three times a year after long breaks. Follow [this link to the presentation tool](#) shared among students, teachers and staff.

Forest Park will use the linked lesson plans to teach common area expectations:

[Teaching Expectations \(link\)](#)

SCHOOLWIDE (TIER 1) CLIMATE PRACTICES

Each {insert school name} 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
- Attendance Award given @ Fantastic Fox assemblies earns a classroom popcorn party (primary and upper grades).
- Classroom Community Agreements
- Community Circles





- 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)	INTERVENTION (exhaustive)
Safety Plan Supervision Plan Planning for Managing Escalating Behaviors (with FBA/BSP)	Individualized interventions outlined in the FBA/BSP

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 2025- October 2025: Teams ensure that school staff understand that all students need explicit teaching about co-constructed expected behavior at school.*
January 2026: Teams ensure that school staff understand that all students need explicit teaching about co-constructed expected behavior at school.*
March-April 1, 2026: Teams ensure that school staff understand that all students need explicit teaching about co-constructed expected behavior at school.*

Active Supervision [Forest Park Supervision Expectations](#)

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)

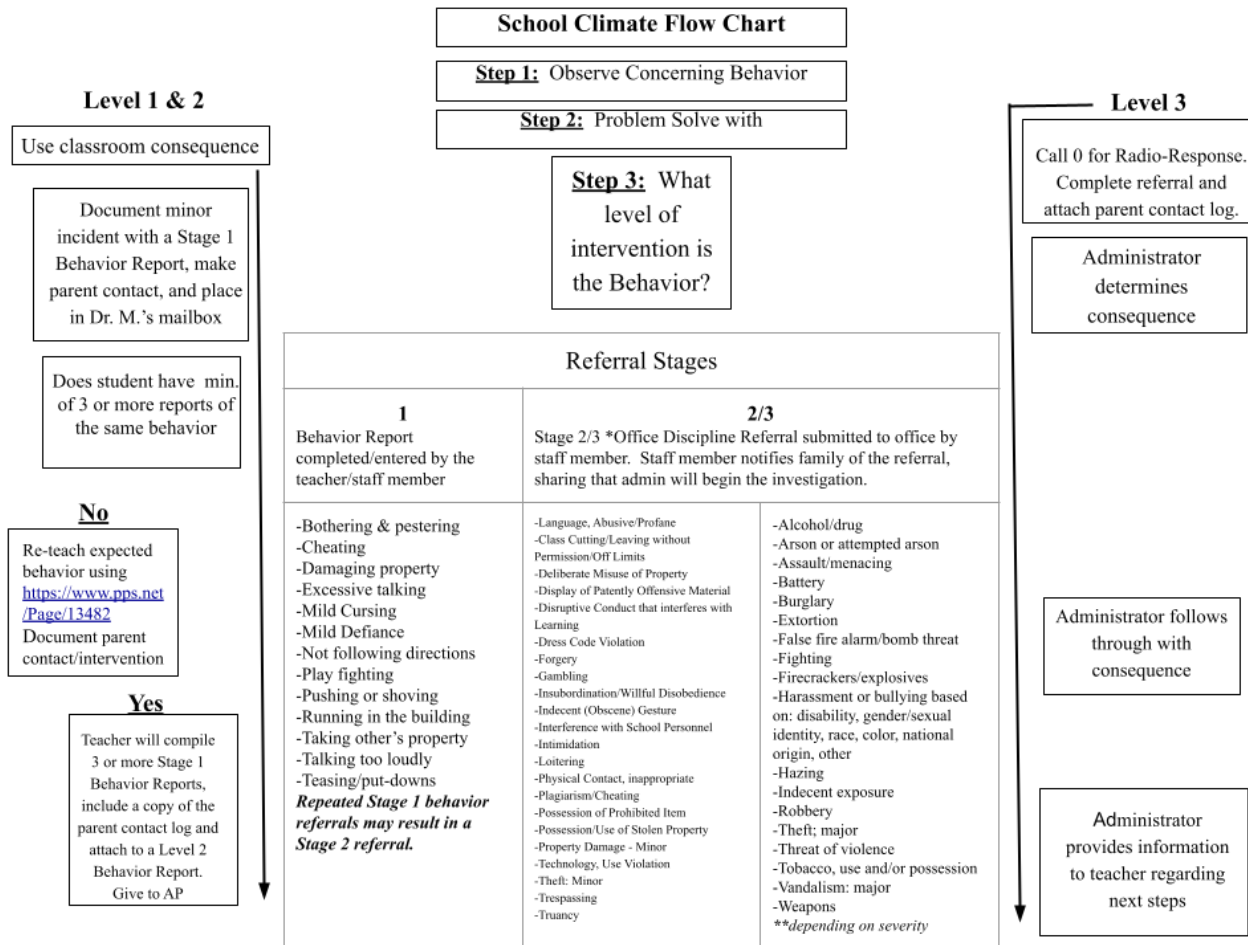
Behavior level calibration will be conducted by building staff in order to properly reflect the evolving needs of our community and to accommodate the diverse racial, cultural, linguistic and developmental needs of our school.

Defining Behaviors

[Please click this link or below to access a PDF version of the chart:](#)



Defining Behaviors



1. Student conference with teacher or staff member
2. Student/teacher or staff member conference with parent
3. Create Intervention Plan
4. Level 1 Referral
5. Level 2 Referral
6. SIT Meeting
7. Revise Intervention Plan

DISCIPLINE POLICIES (1.6)

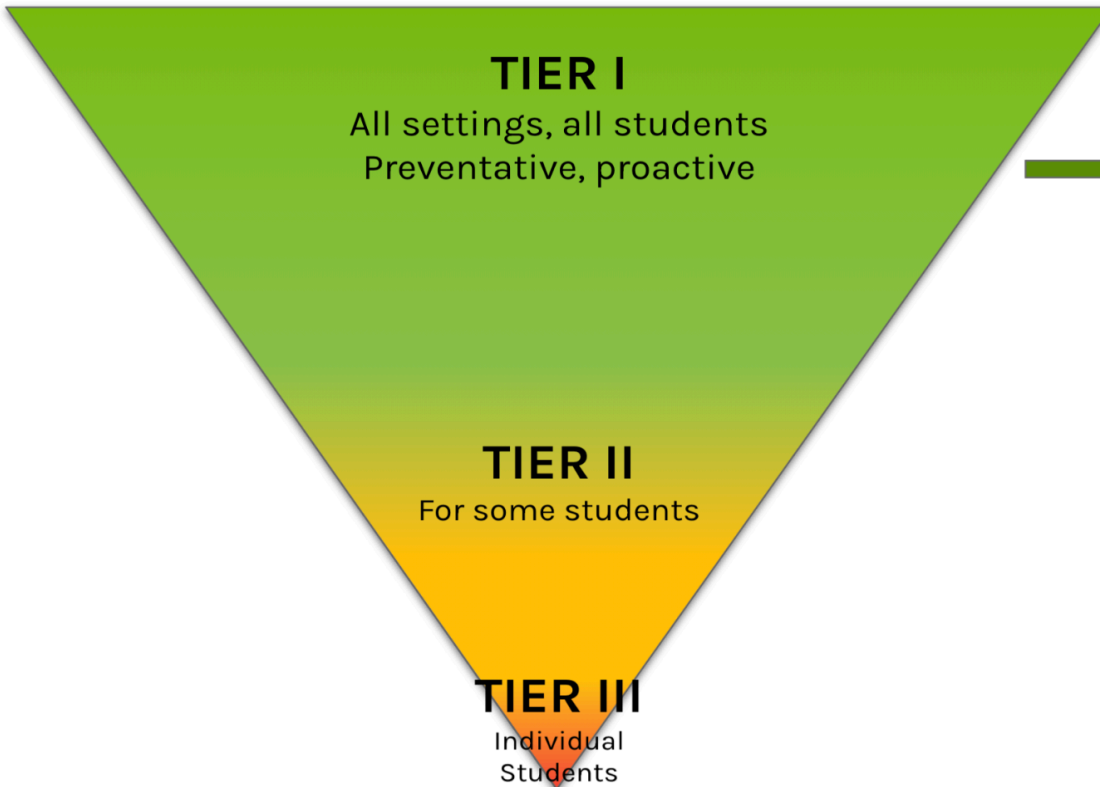
- Teachers will work to identify trigger points and assist the student in becoming aware of those triggers and ways to avoid them
- All members of the community have access to school counselor to assist with behavior and academic issues
- All meetings are focused on identifying the problem and creating solutions to assist the student in their success.

[Restorative Think sheet](#)

[Another example](#)



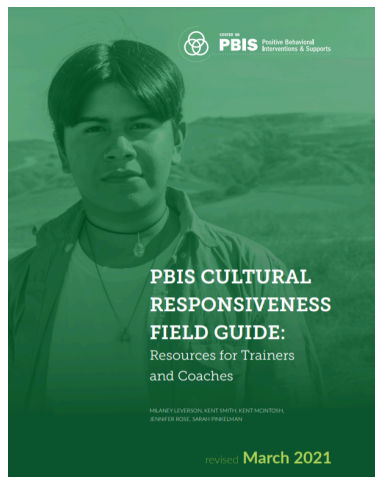
MTSS FOR STUDENT SUCCESS



Practices include:

- School-wide Behavior Expectations
- Feedback/acknowledgment system
- Culturally responsive practices
- Community Building (eg. Circles, SEL, Restorative Practices)

CULTURALLY RESPONSIVE POSITIVE BEHAVIOR INTERVENTIONS & SUPPORTS (CR-PBIS)



Our definition of cultural responsiveness within SWPBIS includes the following core components:

1. Identity
2. Voice
3. Supportive Environment
4. Situational Appropriateness
5. Data for Equity

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](#) 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.

Forest Park 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](#))

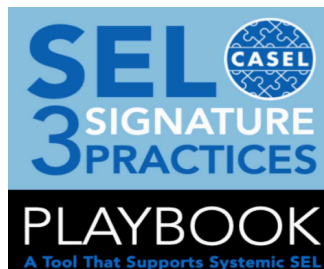
In PPS, we embrace Transformative SEL--which is a form of SEL implementation that concentrates SEL practice on transforming inequitable settings and systems, and promoting justice-oriented civic engagement.

“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	Ian Huntley, Debbie Keefer and Kelly Werschkul	Facilitator	Minute Taker
Administrator	Aaron Martini	Facilitator	Data Analyst
Family Member	TBD		
Behavioral Expertise	Aaron Martini	Data Analyst	Minute Taker
Coaching Expertise	Aaron Martini	Data Analyst	Minute Taker
Knowledge of Academic/ Behavioral Patterns	Wendi Williams	Minute Taker	Data Analyst
Knowledge of School Operations/Programs	Ian Huntley	Data Analyst	Facilitator
Student (for HS)			

Climate Team Meeting Schedule

Month	Date/Time	Room	Topic/Assessment
August		Princ. Off.	
September	TBD @2:30pm	Princ. Off.	Tiered Fidelity Inventory (TFI) Assessment & Action Plan Last year's Discipline Data Review
October	TBD @2:30pm	Princ. Off.	Monthly Discipline Data Review
November	TBD @2:30pm	Princ. Off.	Monthly Discipline Data Review
December	TBD @2:30pm	Princ. Off.	Monthly Discipline Data Review
January	TBD @2:30pm	Princ. Off.	Tiered Fidelity Inventory (TFI) Assessment & Action Plan
February	TBD @2:30pm	Princ. Off.	Monthly Discipline Data Review
March	TBD @2:30pm	Princ. Off.	Monthly Discipline Data Review
April	TBD @2:30pm	Princ. Off.	Monthly Discipline Data Review
May	TBD @2:30pm	Princ. Off.	Tiered Fidelity Inventory (TFI) Assessment, Action Plan & Review/Update Climate Handbook
June	TBD @2:30pm	Princ. Off.	Planning for rollout next year





Meeting Agenda:

- [Forest Park Climate Team Minutes](#)
- 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.

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: <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 	
September	Caring School Communities Review of Disciplinary Process	CSC Leads:
October	CSC Check In and Review	CSC Leads
January	Threat Protocol and Critical Incident Training	Aaron Martini
February	Safety Protocol Planning (re: Article 9)	Aaron Martini
March	CSC Next Steps Review of Tier II Interventions	CSC Leads Counselors
April	Review Disciplinary Data, CSC Check in	SIT Team, CSC Leads
May	Review of Climate Plan, TFI, Survey data	Aaron Martini
June	End of Year recognitions	Aaron Martini
September	Caring School Communities Review of Disciplinary Process	CSC Leads:
October	CSC Check In and Review	CSC Leads

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.

[Effective Classroom Practices Plan](#)

{Click here for Effective Classroom Practices Plan & Guest Teacher Support System Resources}

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.

Description of our school-wide acknowledgement system:

- Paws for Applause
 - Teachers and School Staff may award Paws for Applause to students who display:
 - safety
 - respectfulness
 - responsibility
 - kindness
 - Students may use the bottom (cut off) portion of their Paws for Applause tickets to “vote” on a schoolwide reward such as:
 - extra recess
 - free-choice seating (in cafeteria) on Friday
 - hot-cocoa cart (during winter)
 - etc....(the menu-items change with each vote-session)
- Golden Awards—awarded by specials teachers (and can be provided by school staff—custodian, cafeteria manager, etc.):
 - Golden-book (from media-specials teacher)
 - Golden-shoe trophy (from PE-specials teacher)



- o Golden-recorder (from music-specials teacher)
- o Golden -heart (from counselor)
- o Golden-tray (from nutritional specialist)
- o Golden-dust pan (from custodian)
 - These awards give specialist teachers classroom management leverage and are announced once a month. The “golden-trophies” are housed in classrooms for a month and then moved to the next recipients upon announcement by the specialist teachers during a school assembly.

Acknowledgement Matrix

Type	What	When/Where	Who Gives Them?
Immediate/ High frequency	Kids: Paws for Applause Adults: Teachers & Staff may award	Classroom & Common areas	All Staff
Redemption of immediate/ High Frequency	Kids: vote for one of two school-wide reward choices (all choices suggested by FPE students) Adults: teachers remind students to “vote” with bottom portion of Paws for Applause ticket.	classrooms	All Staff
Long term SW Celebrations	Kids: Monthly Assemblies, Affinity Groups Adults: teachers, school staff, volunteers	Kids: Monthly assemblies, Adults: teachers, school staff	Teachers, Cafeteria duty staff

{Click here for sample Feedback & Acknowledgement Systems}

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	August - September 2024	
January	January 2025	
April	March-April 2025	
June	School Climate Survey	



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

Date	Topic & Group	Activities	Organizer
9/15	Family picnic	Dinner, games	
10/15			
11/15			
12/15			
1/16			
2/16			
3/16			
4/16			
5/16			
6/16			

Forest Park ES New Student/Family Plan

Forest Park has an involved school community with an ongoing cycle of student, family, and community involvement. We have a vibrant PTA/Foundation (Friends of Forest Park Elementary; FOFPE) with many opportunities for families to connect with faculty and other parents. We have a variety of family nights and community events for parents and families to attend. To see a full list of opportunities for family engagement, please visit: [FOFPE school webpage with links to FOFPE independent website.](#)

{Click here for Student/Family/Community Involvement Resources}

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](#)

- 2020-2021:

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](#)

- 2020-2021:

School Climate Action Plan (CR-TFI): [Forest Park Elementary TFI template](#)

{Click here for CR-TFI Action Plan Template} See appendix.



Appendix

School: Forest Park ES School Climate (CR-TFI) Action Plan

Date:

[Forest Park TFI Rubric to assign scores on our TFI action plan](#)

[{Insert your school's TFI Action Plan plan here}](#) [{Click here for TFI Action Plan Template}](#)



{Insert full common area expectation lesson plans and teaching schedule here}

2024 Successful Schools Survey Results:

[Student](#)

[Family](#)

Teacher

