

Duniway Elementary

2025-2026

School Climate Plan



Caring



Connected



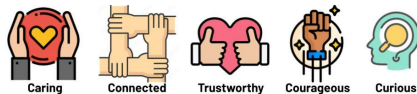
Trustworthy



Courageous

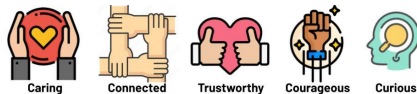


Curious



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WHAT IS OUR SCHOOL MISSION STATEMENT?

Duniway Elementary School's mission is to build and nurture caring and meaningful relationships with all students and families, providing an environment conducive to academic and social-emotional growth. Our staff, students, and families strive to cultivate a school community built around our five core values of being Caring, Connected, Curious, Trustworthy, and Courageous. At Duniway, we celebrate learning and each learner. We strive to reflect, grow, and continuously renew our efforts to serve our students and families.

Duniway Elementary Counseling Program Mission Statement:

The mission of Duniway's School Counseling program is to foster a school community based on a solid foundation of diversity, social justice, and equity.

Our program delivers individualized, developmentally appropriate, and culturally relevant interventions and activities that promote academic achievement, social-emotional growth, and middle school through to career and college readiness.

Through partnership with students' families and other educators and stakeholders, our program advocates for equity, access, and success for all students by identifying and addressing barriers and empowering students to recognize their strengths and achieve their goals.

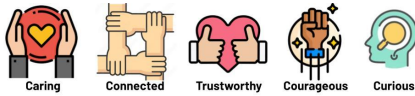
SCHOOL CLIMATE OVERVIEW

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 the school climate to ensure that all students feel a sense of belonging and have a positive school experience.

MULTI-TIERED SYSTEM OF SUPPORT

At Duniway Elementary School, we understand that every student is unique and has different needs. That's why our school climate is an essential component of the Multi-Tiered System of Support (MTSS) framework. MTSS is not just a system, but a commitment to support all students. It is a proactive, data-driven practice used at Portland Public Schools to ensure that every student receives the appropriate level of support based on their level of need. Within this structure, all students receive sustaining universal support (Tier I). But we don't stop there. We provide additional support for students who need it through targeted interventions (Tier II) and individualized interventions (Tier III). These tiered academic and behavioral interventions are not just strategies but our promise to eliminate barriers to learning and enable every student to reach their full potential successfully.

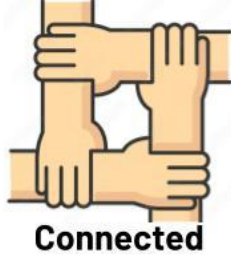




SCHOOLWIDE VALUES



Caring



Connected



Trustworthy



Courageous



Curious

Our School's Core Values

1. **Connected:** We notice and respect other people's wants and needs, check on people if they look like they need support, include others, focus on our jobs, ask for and give help to others, and listen to the words of other people.
2. **Trustworthy:** include others when they are alone, keep your word, make changes in your choices if necessary, give others a chance to grow and change, and own your mistakes.
3. **Caring:** Helping, complementing, doing nice things for others, saying 'please' & 'thank you', recognizing the feelings of other people, and giving space to those feelings.
4. **Courageous:** Making new friends, trying new things, not giving up, practicing a lot, helping others, and doing the right thing.
5. **Curious:** Exploring new things, going to new places, trying new things, meeting new people, making new friends, asking a lot of questions, noticing something new and wondering about it, and learning from everything around you.

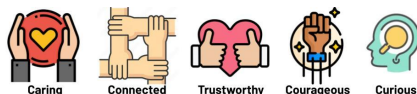
Our Core Values were created with student, staff, family & community input. The values are visible throughout the building in order to make them visible to students, staff, and families. The intention is to send a consistent message about what our school community values and how it looks different in various common areas. This will help Duniway 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 needed to be successful and prepared for their education, college career, and the world. 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 class period throughout the grade levels. Staff names them consistently and strategically teaches and reviews our core values throughout the school year.



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DUNIWAY COMMON AREA EXPECTATIONS

BATHROOM EXPECTATIONS

Trustworthy

- Go, Flush, Wash (really well), and Leave (head right back to class to do your job of being a student)

Caring

- Be private
- Level 1 voice in the bathroom

Connected

- If there is a problem, get help from an adult
- Throw paper towels in the trash
- Keep water in the sink
- Keep the bathroom clean for others
- Return straight to class when done in the bathroom to do your job of being a student

PLAYGROUND EXPECTATIONS

Trustworthy

- Go down the slide only – no climbing up the slide
- Monkey bars one way only- follow arrow signs
- Nature with nature: bark chips and sticks stay on the ground
- No jumping off the top of the web
- Tag and running games only on the field with butterfly touches (gentle hands) - not on bark chips
- No rough play, play fighting, tackling, or wrestling
- One person in blue spinner cup - 30 seconds if other students are waiting
- One foot on spinner at all times - 30-second turns with three students at a time

Caring

- Nature with nature: no climbing or swinging on trees
- Include everyone in play/games
- Use "rock, paper, scissors" to solve problems and to decide who goes first
- When waiting for a turn on the spinner, go to the end of the line – no holding spots
- Respect all signs – arrow signs, field closed signs
- Stay away from windows – behind the white line

Connected

- Balls need to be in their area (basketball=blacktop, soccer balls=field, wall ball=blacktop)
- Kicking balls only on the field or kickball diamond
- Walk with a calm body and voice with hands to self when going back into the building – a level 0-1 in Hallways
- Digging in digging boxes only (no digging in the field)





Caring



Connected



Trustworthy



Courageous



Curious



- Football and soccer on the field only
- Stay in sight of adults
- Jump ropes are for jumping games only
- During baseball season, leave all baseball equipment alone
- Report problems that are getting bigger and you can't solve yourself to an adult

CAFETERIA EXPECTATIONS

Trustworthy

- Keep hands and feet to self
- Stay seated while eating, feet on the floor

Caring

- Students will use a level 2 talking voice
- Hands and feet to self
- Give personal space to others - one dragon wing apart
- No sharing of food
- Use caring words and have respectful manners - please and thank yous are always appreciated

Connected

- Raise your hand for help
- Raise your hand if you are ready to clean up
- Clean up your space when finished
- Students will take their lunch box back with them and put their lunch box in their backpack
- At the end of lunch, classroom teachers will gather their students, line them up, and head back to their classrooms.

HALLWAY & STAIRS EXPECTATIONS

Trustworthy

- Always walk on stairs and in the hallway (stay on the right)
- Students will keep personal space- one forearm length apart- when walking in halls or on the stairs
- When walking in halls, students will walk giving personal space- one forearm length apart- on the right-hand side of the hallway and stairs

Caring

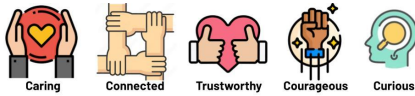
- Students will use level 0 or 1 voice in the hallway and on the stairs
- Hands and feet to self - do not touch other students, lockers, or art on walls
- Give personal space to other students- one forearm length apart

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- Report problems to an adult



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MAIN OFFICE EXPECTATIONS

Trustworthy

- Make sure your teacher knows you are going to the office

Caring

- Look for clues when you enter the office: Are Melinda and Willa on the phone? If so, wait until they are off and can come to talk to you. Be patient. Use voice level 0 when waiting in the office
- Students will use level 0 or 1 in the hallway and on the stairs when passing the main office (Melinda and Stephanie are often on the phone)
- Give personal space to other students (hands and feet to self)- one forearm length apart
- Use caring words and have respectful manners - please and thank yous are always appreciated

Connected

- When done in the office, walk straight back to class to do your job of being a student.

TEACHING COMMON AREA EXPECTATIONS

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

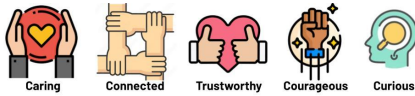
FALL	WINTER	SPRING
(1ST TWO WEEKS OF SCHOOL)	(2 WEEKS BACK AFTER WINTER BREAK)	(2 WEEKS BACK AFTER SPRING BREAK)

Common Areas Except for Cafeteria: Happens in the classroom by the teacher.

Cafeteria Expectations: School Team present in the cafeteria to grade level



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SCHOOLWIDE (TIER 1) CLIMATE PRACTICES

Each Duniway 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
- Classroom Community Agreements
- Community Circles
- Community concern box and community journal
- School Counseling lessons bi-weekly
- Social Emotional Learning classroom lessons
- Common Area Expectation lessons three times per year
- Calming spaces in each classroom
- Flexible seating
- Sources of strength sheet to help reflect on behavior

(Navigating Conflict Worksheet.pdf , Copy of Helpful Apology Worksheet.pdf)

LESSON 3.2: NAVIGATING CONFLICT WORKSHEET

NAVIGATING CONFLICT

1 What happened? Tell your perspective of what happened.	2 Who was affected and how? I statement examples: I feel...	3 How do we make things right? WHAT DO YOU NEED?
THIS IS NOT A TIME FOR BLAMING. IT IS A TIME TO SHARE MY STORY.	WHAT DID I FEEL?	4 What Strengths can Help? *Remember a Helpful Apology See the Hurt, Name the hurt, Help the Hurt

SOURCES OF STRENGTH

Celebration Lessons: HELPFUL APOLOGIES VISUAL

HELPFUL APOLOGIES

See the hurt

Name the hurt

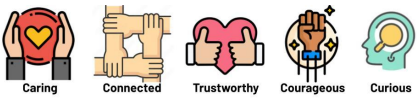
Help the hurt

I'm sorry, I noticed that _____ (See the hurt),
 because I _____ (Name the hurt).
 I will try to make it better by _____ (Help the hurt).

SOURCES OF STRENGTH



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NAVIGATING CONFLICT WORKSHEET

LESSON 3.3: NAVIGATING CONFLICT WORKSHEET

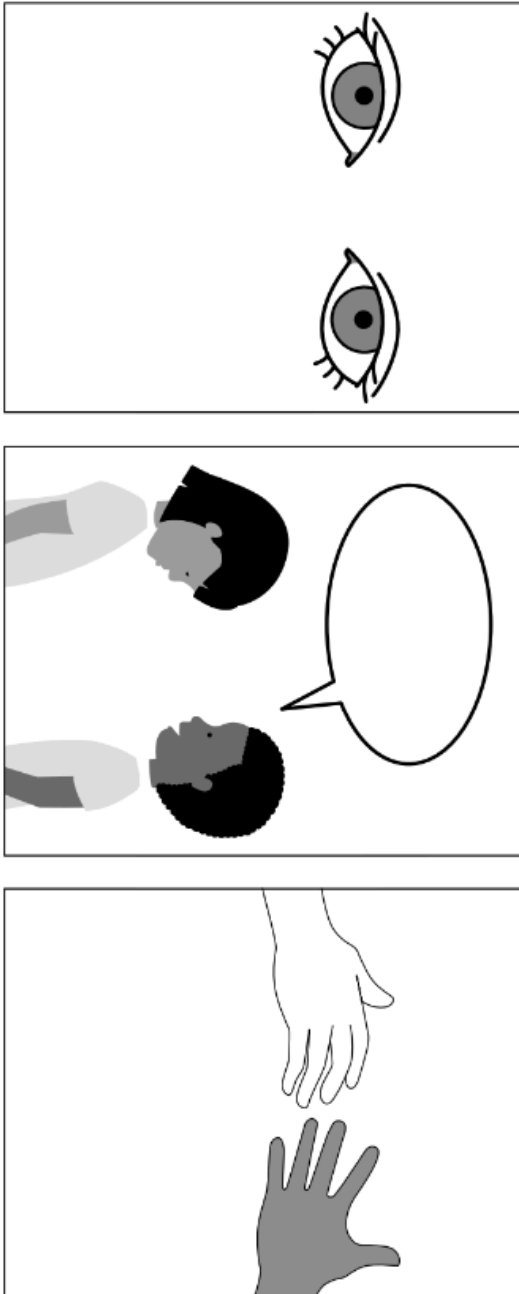


NAVIGATING CONFLICT		
1 What happened? Tell your perspective of what happened.	2 Who was affected and how? I statement examples: I feel...	3 How do we make things right? WHAT DO YOU NEED?
THIS IS NOT A TIME FOR BLAMING. IT IS A TIME TO SHARE MY STORY.	WHAT DID I FEEL?	4 What Strengths can Help?
*Remember a Helpful Apology See the Hurt, Name the hurt, Help the Hurt		

HELPFUL APOLOGIES WORKSHEET

CELEBRATION LESSONS: HELPFUL APOLOGIES VISUAL

HELPFUL APOLOGIES



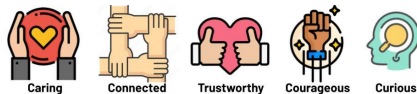
See the hurt

Name the hurt

Help the hurt

I'm sorry. I noticed that _____ (See the hurt),
because I _____ (Name the hurt).
I will try to make it better by _____ (Help the hurt).





TIER II AND TIER III BEHAVIOR & ACADEMIC SUPPORTS (STUDENT INTERVENTION TEAM)

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.

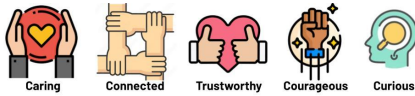
The Student Intervention Team (SIT) is a collaborative, general education solution-generating team made up of a variety of school perspectives. The purpose of the SIT is to

- 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 - jobs outside the classroom Social/Emotional Skills Group Check and Connect Supported Break Plan	Function: Escape/Avoid Breaks are Better Check and Connect Social/Emotional Skills Group + Behavior Daily Record TEMPLATE Tier 2 BrB Smiley English
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





STUDENT INTERVENTION TEAM REFERRAL PROCESS

1. Fill out the [Duniway SIT Request for Assistance 2023-24](#)
2. Notify the student's family about this referral
3. A calendar invitation will be sent for the Initial SIT meeting
4. Teachers fill out the
5. Duniway Student Intervention Tracker (Teacher) completed prior to the meeting (optional)

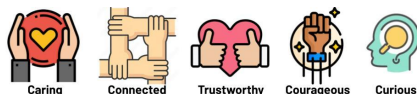
RESTORATIVE INQUIRY

When used as an intervention measure, a restorative approach to discipline changes the fundamental questions that are asked when a behavioral incident occurs. Instead of asking who is to blame and how those engaged in the misbehavior will be punished, a restorative approach asks five key questions:

Instead of asking who is to blame and how those engaged in the misbehavior will be punished, a restorative approach asks five key questions:

- What happened?
- Who was affected/impacted?
 - Perspective taking: What information will contextualize the parties involved and the situation?
- What can be done to make things better?
- What will keep things better?
- How can others support you?





DUNIWAY BEHAVIOR SUPPORT AND CLIMATE FLOW CHART

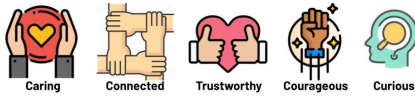
Building staff will conduct behavior level calibration to properly reflect our community's evolving needs and accommodate our school's racial, cultural, linguistic, and developmental needs.

Purpose of All Student Behavior Responses:

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

Type 1 (Stage 1)	Type 2 (Stage 2-3)	Type 3 (Stage 2-3)	Type 4 (Stage 2-3)
Bothering/Pestering <ul style="list-style-type: none"> Noise making, Excessive Talking Mild Cursing <ul style="list-style-type: none"> Language "slips" Inappropriate non-swearing language Inappropriate language (not understood) Mild Defiance/ Not Following Directions <ul style="list-style-type: none"> Resisting or ignoring directions Doesn't care if it hurts other's feelings Isolated instance of disrespect Work Avoidance Teasing/Put downs/Taking Other's Property <ul style="list-style-type: none"> Altering names Annoying on purpose: bugging Teasing that stings Damaging Property <ul style="list-style-type: none"> Careless accident Climbing on bathroom stalls, soaping mirror Play Fighting/ Pushing/Shoving/Running <ul style="list-style-type: none"> Poking or pushing Pinching, jostling, Retaliating as above 	Classroom Disruption <ul style="list-style-type: none"> Repeatedly interrupting others while working Ignoring Instructions <ul style="list-style-type: none"> Ignoring reasonable requests (persistent) Pre-harassment <ul style="list-style-type: none"> "Put Downs" Threatening stares Mean-spirited teasing Swearing/Vulgarity (written/spoken) <ul style="list-style-type: none"> Use of swear words Reported use of hand gestures Sexual Talk, images, website Vandalism/Theft/Misuse of Property <ul style="list-style-type: none"> Teasingly taking other's possessions Thoughtlessly damaging property –can be easily fixed with/ little time or no cost. Roughness <ul style="list-style-type: none"> Play wrestling, body holds, light kicking, shoving Fighting, aggressive posturing – pushing, not causing lasting harm 	Chronic/Serious Classroom Disruption <ul style="list-style-type: none"> Stopping the Learning Process Significant unsafe Behaviors (ex., resulting in a room clear) Defiance <ul style="list-style-type: none"> Significant Refusal to follow directions disrupts the learning process for all Harassment <ul style="list-style-type: none"> Patterns of "put-downs" Major threats to cause harm Ethnic/racist, sexist, disability-related, sexual orientation, religious-based remarks, or any other remark directed at a protected class Swearing/Vulgarity (written/spoken) <ul style="list-style-type: none"> Use of "greater" swear words (persistent) Use of obscene hand gestures Repeated or explicit sexual talk, images, websites Vandalism/Theft/Misuse of Property <ul style="list-style-type: none"> Taking other's possessions to keep 	Fighting/Aggression <ul style="list-style-type: none"> Major physical attack causing lasting harm Harassment <ul style="list-style-type: none"> Sexual assault Weapons <ul style="list-style-type: none"> Weapon Possession (dangerous, deadly)





		<ul style="list-style-type: none"> Purposely damaging property – if =fixable. Timely or cost-involved <p>Fighting/Aggression</p> <ul style="list-style-type: none"> Major Hitting/kicking/punching Encouraging another to fight) 	
POSITIVE INTERVENTION OPTIONS & RESTORATIVE PRACTICES			
<p><i>The teacher uses at least 3 Interventions from the following to change the behavior:</i></p> <ul style="list-style-type: none"> Own it, fix it, move on Positive classroom culture activities: How are you having fun together as a class? Visible behavior expectations for current activity Reteach expectations Framing the behavior (separate student from the behavior) Mindfulness practice (breathing exercises, yoga calm, etc.) Movement break "I feel... because, I wish..." statement Zones of regulation check-in Restorative Justice practices (inquiry questions, circles, etc.) Provide choices Gentle reprimand Pre-correction Private redirection 	<p><i>Teacher & Staff uses, implements, and/or supports:</i></p> <ul style="list-style-type: none"> ←Stage 1 interventions Restorative Justice questions/practices (conference, etc.) See above Referral to the Student Intervention Team (SIT) Initiate behavior contract (involve student & family) Administrative Conference Written agreements Admin/parent/student/teacher conference Check-in/check-out routines with students Meaningful work Identify mentor/adult supports Small groups 	<p><i>Admin uses, implements, and/or supports:</i></p> <ul style="list-style-type: none"> ←Stage 2 interventions Restorative justice practices Threat assessment protocol Sexual Incident Response Protocol (Title IX) Hate Speech Protocols Safety Plan Referral to wraparound supports in/out of district Hearings processes Consult with the Senior Director and/or other offices as necessary 	



<ul style="list-style-type: none"> • Recognize taking responsibility • Identify replacement behavior • Modify/differentiate work • Student-teacher conference • Intentional teacher time to build relationships (5x2) • Stop, walk, talk • Dragon's Nest break/space in the classroom • Reset break/space in another classroom • Keep in proximity • Change seating 			
TEACHER'S ROLE			
<ul style="list-style-type: none"> • The teacher implements appropriate Stage 1 positive interventions (see above). • The teacher writes the Stage 1 report in Synergy. 	<ul style="list-style-type: none"> • The teacher implements appropriate interventions. • Reporting teacher submits Stage 2 Behavior Report online to Admin or paper copy. • If necessary, the teacher calls the office and asks for Administrative assistance. • When sharing information with other adults in front of students, do so privately. • If a student is removed from class, the student must have work to do and/or reset. 	<ul style="list-style-type: none"> • The teacher calls the office to report and asks for administrative assistance. <p>OR</p> <ul style="list-style-type: none"> • The teacher emails the administrator with details of the incident. <p>OR</p> <ul style="list-style-type: none"> • If there is an emergency, radio the principal or call/text (971-284-6708) 	<ul style="list-style-type: none"> • <u>The teacher or staff member immediately calls the principal for assistance.</u> • The teacher writes down any information that is gained or shared regarding the situation and shares it with the administrator.



Caring



Connected



Trustworthy



Courageous





Curious



	<ul style="list-style-type: none"> Admin and teacher decide who will call the family 		
ADMINISTRATOR'S ROLE			
<p>1. The administrator supports as needed with level 1 behaviors; they might:</p> <ol style="list-style-type: none"> Take over the teacher's class so that the teacher can support/work with students 	<ol style="list-style-type: none"> The admin consults the reporter/teacher about the Stage 2 Behavior Report. The admin reviews possible actions (restorative or retributive) to be taken in consultation with the PPS Student Rights and Responsibilities Handbook. Admin conducts an investigation. The admin and/or teacher contact families regarding possible actions (restorative). If a student is removed, a reentry conversation/plan is needed when possible. Admin resolves the incident within two days and shares steps taken with the student. Admin facilitates a re-entry plan (based on who has been impacted). 	<ol style="list-style-type: none"> Admin picks up the student. Admin writes stage 3 referral. The admin consults and follows up with the reporter/teacher about the Stage 3 Behavior report the same day or the next. Admin reviews possible actions (restorative) to take according to the PPS Student Rights and Responsibilities Handbook. 	<ol style="list-style-type: none"> The administrator picks up the student immediately and keeps the student away from other students during the investigation. The administrator contacts the senior director and elementary superintendent. Law enforcement and PPS security services are contacted in the instant of drugs, weapons, or sexual assault.




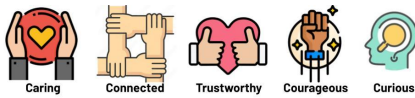
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DUNIWAY DOCUMENTATION PROCESS			
<p>When a pattern is established (2x or more) or the incident warrants initial documentation:</p> <ol style="list-style-type: none"> 1. The teacher submits a Stage 1 incident report in Synergy and refers it to yourself. How to video:  Entering Stage 1 Refer... 2. Consult or forward the email from Synergy to Admin if needed. 3. The teacher makes contact with the Parent/Guardian by phone, voicemail, or email 	<ol style="list-style-type: none"> 1. The teacher emails written statements of fact to administrators using the Stage 2 / 3 Discipline Referral Form  <ol style="list-style-type: none"> 2. Admin does further investigation when necessary/appropriate 3. The admin approves stage 2-3 of the form for Synergy submission 4. Admin contacts parent/guardian 5. If needed, the teacher will follow up contact by phone or email with the parent. 6. Admin communicates with the teacher regarding the outcome when appropriate. 	<p>It is the same process as Stage 2, but immediate action is required to maintain student safety.</p> <p>The administrator contacts the parents/guardians of all students involved within 48 hours of occurrence.</p>	<p>It is the same process as Stage 3, but immediate action is required to maintain student safety.</p> <p>Senior Director, Elementary Superintendent, and district support involved.</p> <p>If necessary, law enforcement may be called (drugs, weapons, sexual assault.)</p>

DEFINING BEHAVIORS

If behaviors are not included in the table above, please reference the Student Rights, Responsibilities, and Discipline Handbook below. The principal will support staff in identifying what type and stage a behavior falls under when necessary.

 [2023-24 PPS Student Rights, Responsibilities, and Discipline Handbook English.pdf](#)

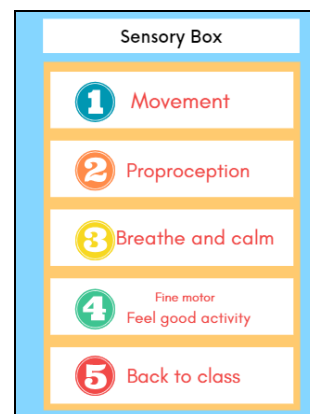
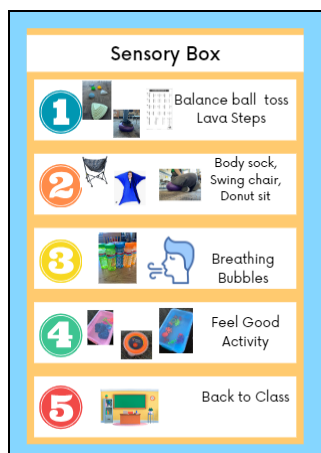
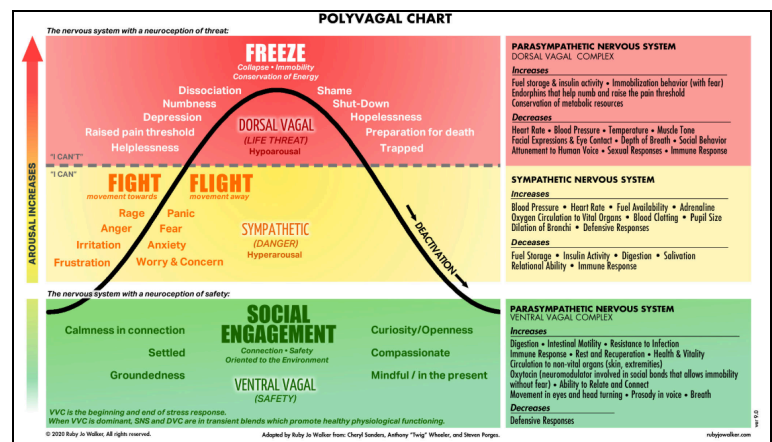


MOBILE BREAK BOX TOOL

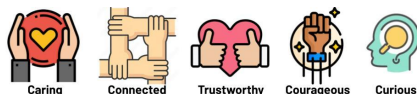
Duniway Mobile Sensory Break Box Overview (2024-25)

Mobile Box Instructions

- Each box has laminated visual instructions to follow for supporting staff and students.
- Start with a zone check-in to encourage the student to take the time to notice their internal emotions and sensations. Supports student's ability to label and identify their state of regulation.
- Students choose one activity from the list in each section and complete steps in order 1-5. The activities are set up to move students through states of regulation and re-enter a state of calm before returning to class.
- Staff support is in control of the timer and can determine the length of time for a break. It can be set for each step 1-5 to support transitions or the entire length of the break.
- Following activities, have students do a body scan. Looking at visuals to support the body feel, checking into the ID state of regulation, and reflecting on whether the activities assisted in a state of calm.
- Identify new zones, assist with cleaning up, and return to class. Support students with "Reading the room" prior to entering and matching what the class is doing.



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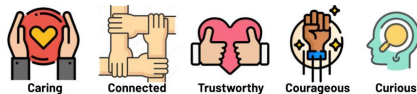
ADULT SUPPORT PLAN FOR UNEXPECTED BEHAVIORS

The following support plan is a collaborative effort at Duniway, emphasizing the importance of team support when a staff member needs assistance from another team member.

Walkie-Talkie Student **CARE** and **SUPPORT** Protocol @ Duniway

Step 1: Determine the support that is needed	
Choice #1: "Adult Support"	Choice #2: "Mr. Rafferty"
<p>WHO? Any available staff member should respond.</p> <p>Low Level: A student needs support from the teacher, but this is difficult to do by yourself</p> <p>Support Could Look Like:</p> <ul style="list-style-type: none"> • A structured break • A student/teacher chat • An extra adult is needed to hold the space <p>Mid-Level: A student is struggling and disrupting class, but it is not unsafe, and they need an adult to support them in/out of the class.</p> <p>Minor elopement--student leaves and lingers in the hallways.</p> <p>Support Looks Like:</p> <ul style="list-style-type: none"> • A structured break outside of the classroom • In the <u>classroom</u> supported by a second adult • The student makes a plan with the teacher to re-engage with the class 	<p>Mr. Rafferty will drop what he is doing to support immediately.</p> <p>Emergency/Crisis: There is imminent danger, a student is off campus or out of bounds, a health reaction, the student is unsafe/harming self or others, or the potential for harm.</p> <p>Urgent Needs Might Look Like:</p> <ul style="list-style-type: none"> • A significant outburst that threatens harm • Destructive behaviors • Physical violence • Self-harming behaviors • Highly disruptive to the teaching and learning space • Major Elopment--outside, off-campus
Step 2: Make a Radio <u>CALL</u> (Name • Need • Location • When)	
<p>"Hi, this is (name), and I need" either "adult support" or "Mr. Rafferty" and add a location "in room number..." and add either "at one's earlier convenience" or "right away."</p> <p style="text-align: right; font-size: small;">*We do not use student names or initials for care/support radio calls</p>	
Step 3: Radio <u>RESPONSE</u> (Name • Action • When)	
<p>Response:</p> <p>"Hi, this is (name), and I can be there in (how long?)." The goal is to respond within 1 minute of the initial ask.</p>	





DE-ESCALATION SPACE PROTOCOL

Stage 1: Hallway

Scenario: a student is dysregulated and can not remain in the classroom without impeding the education of another or others.

Action: An adult is called for support. The student is taken into the hallway. The teacher supports, if possible, the dysregulating student. Expectations are shared with the student at the outset on what is required of them to re-enter the classroom safely. The student is supported and monitored by a staff member until they are calm enough to re-enter the space. The administrator is to be called if the incident lasts longer than a few minutes.

Stage 2: Sensory Hallway

Scenario: A student is having a difficult time, and their presence in the hallway is highly disruptive to the education of others.

Action: If possible, the student is asked to move to the sensory hallway on the first floor of the school. The supporting adult will talk with the teacher before the student is relocated about what is required for the student to re-enter the classroom. The administrator is to be called if the incident lasts longer than a few minutes.

Stage 3: Vacant Room

Scenario: A student is struggling and dysregulated; their presence in the hallway is highly disruptive, and they are willing to relocate to a more private space to re-regulate.

Action: Invite the student to an alternative space and staff that space with at least two grownups. Work with the student on de-escalation and re-regulation. When the student is re-regulated, make a plan to re-enter the classroom. Work with the teacher, if they are available, to discuss reentry prior to the student moving back into space. The administrator needs to be called if a student is brought into a vacant room.

Stage 4: Counselor's Office

Scenario: The student needs a private space, the counselor is involved in the support cycle, and the tools in the counselor's office are required in order to support the student.

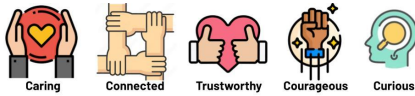
Action: Student works with folks in the space to calm down, and a plan is made to re-enter the classroom.

Stage 5: Administrator Office

Scenario: The student has become escalated and engaged in a behavior that has caused harm, or that requires disciplinary action, and/or a structured time is needed for the student to re-regulate and to talk about how repair is made.

Action: The administrator and supporting staff work with the student. A plan is made. A student's adults might be called in the process.





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 them 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.

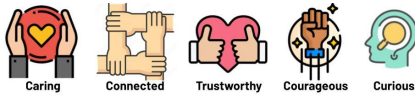
The Effective Classroom Practices Plan template covers the essential features of effective classroom practices: Structure, teaching expectations, acknowledging positive behaviors, and supporting regulation & restorative practices.

{Link folder that has view-only access to anyone with link that includes all teachers' Effective Classroom Practices Plans}

{Link to YOUR school's schoolwide Guest Teacher Support System}

[{Click here for Effective Classroom Practices Plan & Guest Teacher Support System Resources \(CR-TFI Item 1.8\). Remove this link before publishing}](#)

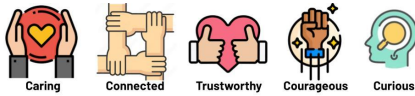




SCHOOL CLIMATE BUILDING, FAMILY INVOLVEMENT & COMMUNITY FEEDBACK

<p>AUGUST</p> <ul style="list-style-type: none"> • Kinder summer playdates • Community Care Day 	<p>SEPTEMBER</p> <ul style="list-style-type: none"> • Open House • Climate Team Meetings • Site Council Meeting • PTA Meeting • Back to School Assembly 	<p>OCTOBER</p> <ul style="list-style-type: none"> • Climate Team Meetings • Site Council Meeting • PTA Meeting
<p>NOVEMBER</p> <ul style="list-style-type: none"> • Climate Team Meetings • Parent-teacher conferences • PTA Meeting 	<p>DECEMBER</p> <ul style="list-style-type: none"> • Climate Team Meeting • Winter Assembly 	<p>JANUARY</p> <ul style="list-style-type: none"> • Climate Team Meetings • Site Council Meeting • PTA Meeting
<p>FEBRUARY</p> <ul style="list-style-type: none"> • Black Excellence Assembly • Community Meeting • Site Council Meeting • Climate Team Meetings • Staffing Survey • PTA Meeting 	<p>MARCH</p> <ul style="list-style-type: none"> • Climate Team Meetings • Connect to Duniway 	<p>APRIL</p> <ul style="list-style-type: none"> • Connect to Kinder • Site Council Meeting • Climate Team Meetings • PTA Meeting
<p>MAY</p> <ul style="list-style-type: none"> • Climate Team Meetings • Site Council Meeting • School open house • Fund Run • Spring Showcase 	<p>JUNE</p> <ul style="list-style-type: none"> • Site Council Meeting • Climate Team Meetings • School Carnival and Parade 	





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.

Current Improvement Plans

- {Link to school CR-TFI Action Plan here: may be set for view/comment only to prevent editing by non team members} { *Remove this link before publishing-Click here for CR-TFI Action Plan Template (CR-TFI Item 1.14)}
- If your school uses the CASEL and/or RJ-TFI please link those here as well
- {Link to SCIP}

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 Successful Schools Survey data

- {Insert or Link your school's 2023-2024 scores/graphs summary}

