

Woodstock Elementary 2026-27

School Climate Plan



Mission

Our community will begin the process to update our mission statement after the PPS School Board rightsizing decisions.

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 Values:

Q1	Integrity (8/26-10/28)
Q2	Compassion (11/2 - 1/22)
Q3	Curiosity (1/27 - 4/7)
Q4	Perseverance (4/12 - 6/8)

Our Core Values were created with student, staff, family, and community input. 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.

Values are intentionally taught and discussed in all classrooms, shared spaces, as a school at our Friday Morning Meetings, and individually with students when they need support with making safe and respectful decisions. In order to make our values and expectations visible to students, staff, and families, we have a bulletin board at the front door and share them in our Family newsletter. Students learn to understand and exercise our core values regularly. 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	Sit with Feet Under Table and Keep Your Area Clean 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 at All Times Use Equipment Properly; Return to Cart at End of Each 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	Sitting on the Floor in your bubble Eyes and Ears on the Speaker Follow Quiet Signal

TEACHING COMMON AREA EXPECTATIONS

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

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

Date	Event/Activity
August 26-28	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.
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. Adults across our school intentionally support all students by implementing the following:

- A warm greeting by name each morning
- Classroom Community Agreements



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- Community Circles
- Social Emotional Learning lessons using Caring Schools Community Curriculum in all classes
- “Pride Insides” to acknowledge expected behavior
- Calming spaces in each classroom
- Flexible seating
- Classroom lessons led by the school counselor
- Common Area Expectation lessons three times per year
- PICC of the Week Recognition
- Restorative Discipline Practices Including:
 - Teaching self-management using common language [Reset](#)
 - Reflection [Reset Sheets](#) to help reflect on behavior choices
 - RJ tool for adults - [repair worksheet](#)

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 of student strengths and challenges, as well as planned interventions, at all stages of 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 (FBA/BSP)	INTERVENTION (exhaustive) Individualized interventions outlined in the FBA/BSP



PERSONAL ELECTRONIC DEVICES: CELL PHONE POLICY –

In accordance with the new PPS board policy, students must keep personal electronic devices turned off and out of sight 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 [Woodstock Behavior Response Plan](#)

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 family.	Stage 1 Classroom Intervention <u>PPS Stage 1 report</u> used: Teacher makes contact with guardian by phone, voicemail, email, or in person as needed.	Minor Stage 2/ Major Stage 3 Office Intervention <u>Office referrals:</u> The teacher may contact the parent. Admin will make follow-up contact by phone or in person with the guardian within 48 hours as needed.
Personal Electronic Device Student forgot to turn off their device, including cell phones, tablets, smartwatches, etc, when they arrived at school, and it pings, but they weren't using it, and it has been away since they arrived at school.	Personal Electronic Devices - First violation of the Off and Away policy - Using or having a PED (Phone, smartwatch, tablet) out during the school day. STAGE 1: <i>Personal Electronic Device Violation</i>	Personal Electronic Devices 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 for more details. Stage 2: <i>Personal Electronic Device Violation</i>
Language - Language "slips" - Inappropriate non-swearing language - Student repeats language but doesn't understand its meaning	Use of Inappropriate Language (written/spoken) - Use of "lesser" swear words - Use of obscene hand gestures - Minor suggestive/sexual talk STAGE 1: <i>Mild Cursing</i>	Abusive/Profane Language (written/spoken) - Use of "greater" swear words directed at others - Repeated obscene/offensive gestures - Repeated or explicit/offensive sexual talk - Threatening conversation STAGE 2/3: <i>Harassment and Bullying, Language Abusive/Profane</i>
Vandalism/Theft/Misuse of Property - Careless accident destroying 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 - Thoughtlessly damaging property that takes time to fix. - Taking others' possessions w/o permission (items returned) STAGE 1: <i>Damaging Property, Taking Others' Property if under \$50</i>	Vandalism/Theft/Misuse of Property - Taking others' possessions to keep - Purposefully damaging property- may be timely or costly to fix STAGE 2/3: <i>Theft, Property Damage</i>



Classroom Attentiveness • Playing with toys/materials • Noise making and/or talking • Out of seat • Cutting in line • Frequent bathroom breaks • Calling out	Classroom Disruption • Repeatedly off task, calling out that interrupts learning, repeatedly interrupting others • Argumentative with peers or adults STAGE 1: <i>Excessive Talking, Bothering/Pestering, Mild Defiance, Not Following Directions</i>	Chronic/Serious Classroom Disruption • 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. STAGE 2/3: <i>Disruptive Conduct</i>
Reluctant Compliance • Initially resisting or ignoring directions • Not responding promptly; not in tune with the routines/environment of the classroom	Ignoring Instructions • Repeatedly and intentionally ignoring reasonable requests • Refusing to do work STAGE 1: <i>Mild Defiance, Not Following Directions</i>	Defiance • Escalated body and/or verbal language • Leaving the classroom w/o permission. • Pushing past staff when asked to wait STAGE 2/3: <i>Class Cutting/Leaving w/out Permission</i> <i>Insubordination/Defiance/Disobedience</i> <i>Minor/major</i>
Teasing • 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 • Put Downs or “roasts” • Threatening stares • Mean-spirited teasing • Personal verbal attacks STAGE 1: <i>Teasing/Putdowns</i> <i>Bothering/Pestering</i>	Escalated/Severe Response to Bullying/Harassment • 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. STAGE 2/3: <i>Harassment/ Bullying, Language: Abusive/Profane</i>
Hands/Feet/Objects to Self • Poking or pushing, pinching, jostling • Non-consensual hugging • Throwing minor or small materials such as pieces of an eraser, paper, or items that won't injure or harm others	Roughhousing or Rowdiness • Play fighting or wrestling • Body holds, light kicking, light hitting, pushing, shoving, aggressive posturing • Throwing classroom materials that could injure, with the intent to hit others. STAGE 1: <i>Play Fighting, Pushing/Shoving</i>	Fighting/Physical Attack • 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 STAGE 2/3: <i>Threat Causing Fear of Harm, Physical Attack/Harm, Physical Contact-Inappropriate</i>



DISCIPLINE POLICIES

Woodstock has created and calibrated a flowchart to describe how staff responds 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 with trained adult support.

Woodstock Elementary Discipline Process

<u>Classroom Managed*</u>	<u>Office Managed</u>
★ Any staff member can document the behavior ★ Certified staff member contacts parents ★ Follow-through by certified staff	★ Any staff member can document the behavior ★ Certified staff member initiates parent contact ★ Follow-through by administrator or designee
1. When a student misbehaves, provide a warning and a quick reteach of expectations. 2. If behavior continues, student will take a reset break, option to take a break in Grade Level Buddy Classroom. 3. Confer with staff member, and rejoin when ready. (Staff member may choose to use a Reset Reflection.) 4. If the behavior still continues or warrants, the Teacher will then complete a “Stage 1 Behavior Report” and submit the form to the administration. The classroom teacher is required to contact the parent or guardian. (Unless other plans are made with the administrator or other professional educator.)	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” via Google Form. 4. Classroom teacher initially contacts the student’s family, unless the SIT team or 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, report outcomes to the family, and follow up with the referring staff member.

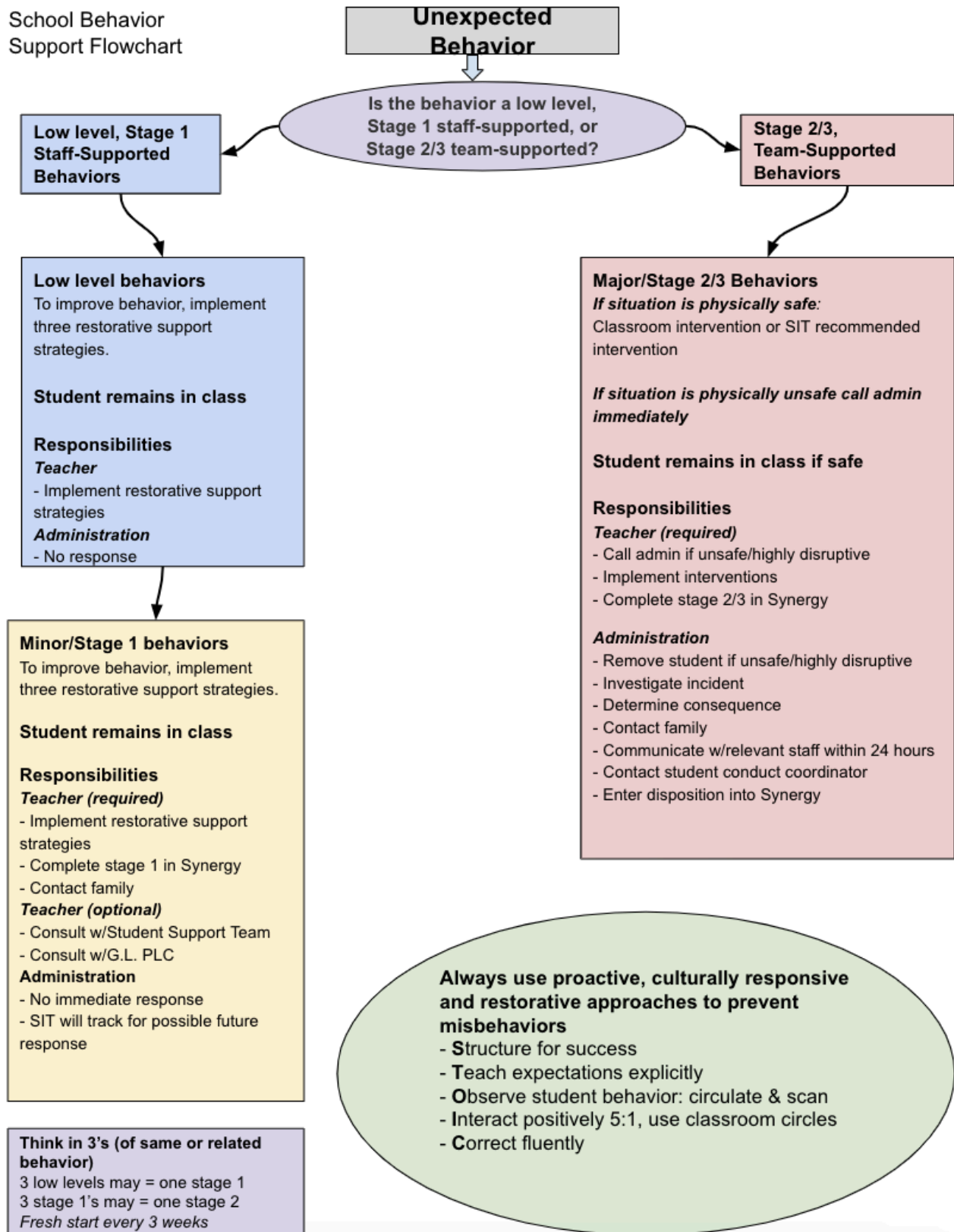
**If there was a professional educator-directed removal from the classroom, the administrator or designee will confer with the professional educator. This shall generally occur before the student returns to class. In the event the building administrator(s) is(are) out of the building, a professional 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

[Woodstock Behavior Response Plan](#)



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. These plans also will be in the sub folders.

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](#) 2026/27

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 the ticket with praise based on the 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

At our Friday Morning Meetings, 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 a 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.

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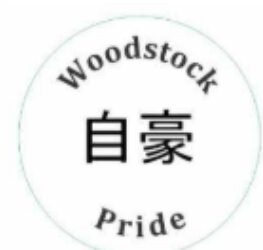
Pride Inside 小金票



☐ 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 Award	Quarterly	Core Enrichment Teachers Classroom Teachers
	PICC of the week	Friday Morning Meetings	
Continued Excellence Programs	Golden Awards: - Halls (clip) - Cafe (tray) - Clean Classroom (dustpan) - Recess (ball) - Attendance (clock)	Monthly at Morning Meetings	Custodians ASERT Recess staff Building Administration

Family Involvement & Feedback

AUGUST - Connect to Kinder in Park - Classroom Assignments - Principal Office Hours	SEPTEMBER - Popsicle First Friday 9/4 - Open House - Community Care Day - Parenting Class - PTA Meeting - DEAR	OCTOBER - Site Council Meeting - Tea with Principal E - Principal Office Hours - PTA Meeting - Adult Literacy Event - DEAR
NOVEMBER - Conferences - Principal Office Hours - Site Council Meeting - DEAR	DECEMBER - Tea with Principal E - Principal Office Hours - DEAR - Site Council Meeting	JANUARY - PTA Meeting - Parenting Classes - DEAR - Site Council Meeting
FEBRUARY - Connect to Kinder - Tea with Principal E - Principal Office Hours - Site Council Meeting - Lunar New Year Celebration - DEAR	MARCH - Parenting Classes - Tea with Principal E - Principal Office Hours - PTA Meeting - Site Council Meeting - DEAR	APRIL - Connect to Kinder - Tea with Principal E - Climate Team Meetings - DEAR
MAY - Tea with Principal E - Principal Office Hours - PTA Meeting - Site Council Meeting - Art & Music Night - DEAR	JUNE - Volunteer Appreciation - School-Wide Picnic 5th Grade Promotion	



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 the domains in the FIT Assessment that pertain to strong and positive school culture and inclusive behavior/social-emotional instruction.

These tools guide action planning for implementing a positive school climate and connect directly to this School Climate Plan and the School Continuous Improvement Plan.

School Improvement Plan

- Woodstock School Continuous Improvement Plan [Updated 2026-27 Plan](#)

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 Site Council and then shared with staff, students, and families. Used to monitor and adjust climate initiatives.
- Accessed via the Panorama [dashboard](#).

Recent SSS Data

Woodstock 25/26

Elementary (3-5)

169 responses ⓘ | [Show breakdown](#)

Surveyed Topics				
Topics	Score	National benchmarks	Change since last surveyed	
Academic perception	88% 	—	↓ 3	
School Safety	72% 	—	↑ 5	
Student Relationships	66% 	—	↓ 3	
Sense of Belonging	65% 	Around the 80th percentile	→ 0	
Teacher-Student Relationships	62% 	Around the 40th percentile	→ 0	
School Climate	55% 	Around the 20th percentile	↓ 8	
Self-Efficacy About Math	52% 	—	↓ 11	
Engagement	46% 	Around the 40th percentile	↓ 4	
Self-Efficacy About ELA	46% 	—	↓ 7	



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Family Survey

51 responses | [Show breakdown](#)



Surveyed Topics

Topics	Score	National benchmarks	Change since last surveyed	Compared to district
Academic perception	93%	—	↗ 5	— 1
School Safety	86%	—	→ 0	+ 6
Barriers to Engagement	85%	Around the 60th percentile	↗ 2	+ 2
Family-School Communication	75%	—	↗ 10	+ 4
School Climate	74%	Around the 60th percentile	↗ 3	+ 1
School Fit	65%	Around the 30th percentile	→ 0	— 3

Instructional Staff

22 responses | [Show breakdown](#)



Surveyed Topics

Topics	Score	National benchmarks	Change since last surveyed	Compared to district
Explicit SEL Instruction	92%	—	↗ 6	+ 16
Academic perception	86%	—	↗ 2	— 6
Staff-Leadership Relationships	80%	Around the 80th percentile	↗ 36	+ 13
Educating All Students	79%	Around the 80th percentile	→ 0	+ 1
SEL Integrated with Academic Instruction	79%	—	↗ 13	+ 12
School Safety	77%	—	↗ 3	+ 9
School Climate	70%	Around the 70th percentile	↗ 14	+ 14
Staff-Family Relationships	70%	—	↘ 16	+ 3
Focus on Adult SEL	70%	—	↗ 8	+ 1
Student Mindset	67%	—	↘ 13	— 3
Faculty Growth Mindset	60%	Around the 70th percentile	↘ 3	+ 6
Teacher Burnout & Retention	56%	—	↗ 4	+ 3
Grit	53%	Around the 80th percentile	↘ 11	+ 13
Professional Learning	37%	Below the 10th percentile	—	— 1



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