

Woodlawn PK-5 2026-2027



School Climate Plan

Mission

Woodlawn Mission Statement:

Support every child to participate as active learners and make both academic and SEL growth.

Vision

Woodlawn Vision Statement:

Woodlawn PK-5 is an inclusive and joyful community where students learn with confidence and become responsible, curious citizens who champion justice, kindness and equity.

Core Values

Woodlawn Values:

Be Safe
Be Responsible
Be Respectful
Be Kind

WHAT IS SCHOOL CLIMATE?

SCHOOL CLIMATE OVERVIEW

School Climate encompasses culturally relevant Positive Behavioral Interventions and Supports (PBIS), restorative practices and schoolwide social-emotional learning opportunities for all students in their classrooms. Racial equity and social justice is woven into all aspects of school climate to ensure that all students feel a sense of belonging and have a positive school experience.

MULTI-TIERED SYSTEM OF SUPPORT

School climate is an essential component of the Multi-Tiered System of Support (MTSS) framework. MTSS is a proactive, data-driven practice used at Portland Public Schools to support all students. It uses evidence-based instruction, intervention and assessment practices to ensure that every student receives the appropriate level of support based on their level of need. Within an MTSS structure, all students receive sustaining **universal supports (Tier I)**. Additional support is provided for students that need it through **targeted interventions (Tier II)**, and **individualized interventions (Tier III)**. These tiered

academic and behavioral interventions help eliminate barriers to learning and enable every student to successfully reach their full potential.

SCHOOLWIDE VALUES AND COMMON AREA EXPECTATIONS AND LESSONS

Our School Values are:

1. Be Kind
2. Be Safe
3. Be Respectful
4. Be Responsible

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 Woodlawn E.S. 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

[Link to Visuals \(Behavior Expectations for Common Areas\)](#)

AREA	Expectations	Routine
Restrooms	Use a level 0 or 1 voice level. Give others privacy. Wash and dry your hands. Treat supplies with respect. Throw paper towels and other trash in the garbage can. Let adults know if the bathroom needs something. Return to class quickly. Go to the closest bathroom. Use a bathroom clip when you go to the bathroom. One person per stall or urinal. Only take what you need. Do not touch personal hygiene supplies if you do not need them.	Go, flush, wash, leave Please use clips!



	If there are more than three people in the bathroom, wait at the door for your turn.	
Hallways/Stairs	Use a voice level 0. Walk only on the right side, walk in a safe, responsible manner. Go directly to class. Stay with your teacher & classmates. Respect artwork, displays, and others' property. Do not touch the walls with artwork and posters with your body. If by yourself, wear your hall pass in a visible spot.	We have to work on making sure that students are actually using a level 0 in the hallway.
Office	Use a voice level 0, 1, or 2. Wait for your turn patiently. Use kind and respectful language. Follow adult directions quickly.	
Cafeteria	Use a voice level 0, 1, or 2. Wait your turn patiently. Raise your hand if you need something. Stay at your seat unless you have permission to get up. Take only the food you will eat. Clean up after yourself.	Students 'catch the signal' to earn 'free seating' after 5 times. Lunch announcements directed at reteaching or informing students.
Breakfast	Go get breakfast on your way to class. If you are late, go to the office first and get a late slip and then get breakfast. Go straight to class after you eat breakfast. You can only take one additional item from the no-thank-you for breakfast (one additional juice or one additional entree).	Walk into the cafeteria to get breakfast, eat breakfast in class.
Playground (Play Structure)	Use voice levels 0, 1, 2, 3 or 4. Use kind and respectful language. Do not scream, there are students in class who can hear you through the windows. Use equipment safely. Take turns on the playground and allow others to play. Follow adult directions quickly. Stay under the monkey bars and horizontal rails. No tag games on the structure.	Students taught expectations. Supervising staff reteach expectations as needed and monitor student needs throughout recesses.
Playground (Field & Courts)	Use voice levels 0, 1, 2, 3 or 4. Use kind and respectful language. We run on the field, courts, and track only. Follow the rules of the game. Take turns and allow others to play. Follow adult directions quickly. Play tag in the Field.	Students taught expectations. Supervising staff reteach expectations as needed and monitor student



	No climbing fences. Keep your body to yourself. Do not play on stairs.	needs throughout recesses.
Morning Welcome	Use a voice level 0, 1, or 2. No outside food. Arrive on time. If you are late, please check in with the secretary. Use kind and respectful language. Stay in your own space and remember to walk carefully. Remember to greet adults and students. Walk responsibly to class.	Staff greet student by name at the door. Community circles, morning check ins, or 'soft start' routines in place for classes.
Dismissal Afternoon Farewell	Use a voice level 0, 1, or 2. Follow your after-school plan (going to the bus, walking home, picking up a younger brother or sister, etc.). Use kind and respectful language. Stay in your own space and remember to walk carefully. Remember to say goodbye to adults and students.	Teachers walk students to dismissal areas and remain with students until they transition to another adult
Drinking Fountains	Use a voice level 0 or 1. Wait your turn patiently. Respect other's space. Keep your body to yourself. Follow adult directions quickly. Use sink (not water fountain drain) to pour out liquids. Only drink from water fountains. Do not spit in water fountain.	One, two, three, four – that's enough, no more.
Woodlawn Culture	Try to help others when they need it. Invite someone to play if they do not have something to do. If you are not feeling safe, tell a trusted adult right away. Use kind and respectful language. Remember that some people think differently than you. Speak up for someone who is being teased, pressured, or disrespected. Remember that our differences make us special and strong.	WOW Tickets are given throughout the day everyday by every staff. Weekly WOW ticket raffle drawings at lunch for prizes. WOW ticket winners announced to the whole school and at grade level lunches.
Bus	Use a voice level 0, 1, or 2. Follow the bus driver's directions quickly. Find your seat quickly and stay there until you are dismissed by an adult. Keep your hands, feet, and objects to yourself. Only approach the bus when the driver welcomes you on. Enjoy your food and drinks before you get on the bus or after you get off.	Communication between drivers and school staff to support student needs and behavioral issues.



Emergency Situations	Use a voice level 0 until an adult gives you permission. Keep a calm body so that others around you will stay calm, too. Follow adult directions quickly and stay with your adult helper. Pay attention with your eyes, ears, and whole body. Leave your materials where they are.	Practice through Safety Drills with Trauma Informed lessons about safety and actions during safety drills. (Sammy Sasquatch & Friends)
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Teachers are required to display classroom expectations that are modeled on the 4 Universal expectations of the school. Link to blank visual of [Classroom Expectations Posters](#). Make a copy before you begin to edit.

SCHOOLWIDE (TIER 1) CLIMATE PRACTICES

Each Woodlawn 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 Awards
- Classroom Community Agreements
- Community Circles
- WOW tickets to acknowledge expected behavior
- School counselor classroom lessons
- Social Emotional Learning classroom lessons: Wayfinder
- Common Area Expectation lessons three times per year
- Calming spaces in each classroom
- Flexible seating
- [Think Sheets](#) to help reflect on behavior
- Buddy classrooms
- Positive communication with caregivers

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

When Tier 1 classroom and schoolwide supports are not enough to ensure student success, students may be brought to the school Student Intervention Team (SIT) to develop and implement Tier II and III interventions.

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

- support teachers in reflecting on and enhancing their Tier I practices and
- implement targeted Tier II and III behavior and Tier III academic interventions when needed.

Utilizing an equity lens, the team considers the whole student when making decisions that affect their long-term educational experience and sense of belonging in PPS. SIT works to provide every student and



adult what they need to thrive in the general education setting. **Families are notified about student strengths and challenges, as well as planned interventions, at all points in the process.**

Example Tier II Behavior Interventions	
Function: Access/Obtain Check In/Check Out Meaningful Work Social/Emotional Skills Group Check and Connect	Function: Escape/Avoid Breaks are Better Check and Connect Social/Emotional Skills Group
Example Tier III Behavior Practices & Intervention	
PRACTICES (non-exhaustive) Safety Plan Supervision Plan Planning for Managing Escalating Behaviors (with FBA/BSP)	INTERVENTION/ (exhaustive) Individualized interventions outlined in the FBA/BSP

PERSONAL ELECTRONIC DEVICES:

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. [Electronic devices handout](#)

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.

TEACHING EXPECTATIONS (1.4)

The expected academic and social behaviors of Woodlawn students are taught directly in classrooms and across all other campus settings and locations. The lesson plans for teaching expectations at Woodlawn are woven into our [Plan for a Two Week Soft Start](#). All classroom teachers are expected to provide Tier 1 social, emotional, and behavioral instruction. Please incorporate the behavior expectation lessons into your soft start each day. [January Soft Start 2025-2026](#) - use this guide when doing the soft start after the winter break.



Tier 2 Behavioral Instruction

Woodlawn staff members will provide students with Tier 2 instruction in specific behaviors.

Students may be assigned Tier 2 instruction because of a disciplinary referral, teacher referral, parent referral, counselor referral, or Student Intervention Team (SIT) referral.

Teachers interested in using the Tier 2 lessons for small group instruction in their own classrooms should speak with the School Counselors.

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 26- September 1, 2026: Teams (including Site Council) ensure that school staff understand that all students need explicit teaching about co-constructed expected behavior at school. Develop Effective Classroom Plan (ECP) in each classroom, review and teach PBIS soft start including schoolwide expectations.
January 2027: Teams ensure that school staff understand that all students need explicit teaching about co-constructed expected behavior at school. Review ECPP, January PBIS Soft Start including schoolwide expectations.
April 2027: Teams ensure that school staff understand that all students need explicit teaching about co-constructed expected behavior at school. Review ECPP, PBIS Soft Start including schoolwide expectations.



[Link to PPS Student Conduct and Discipline page \(Includes PPS Handbook/Behavior Matrix\)](#)

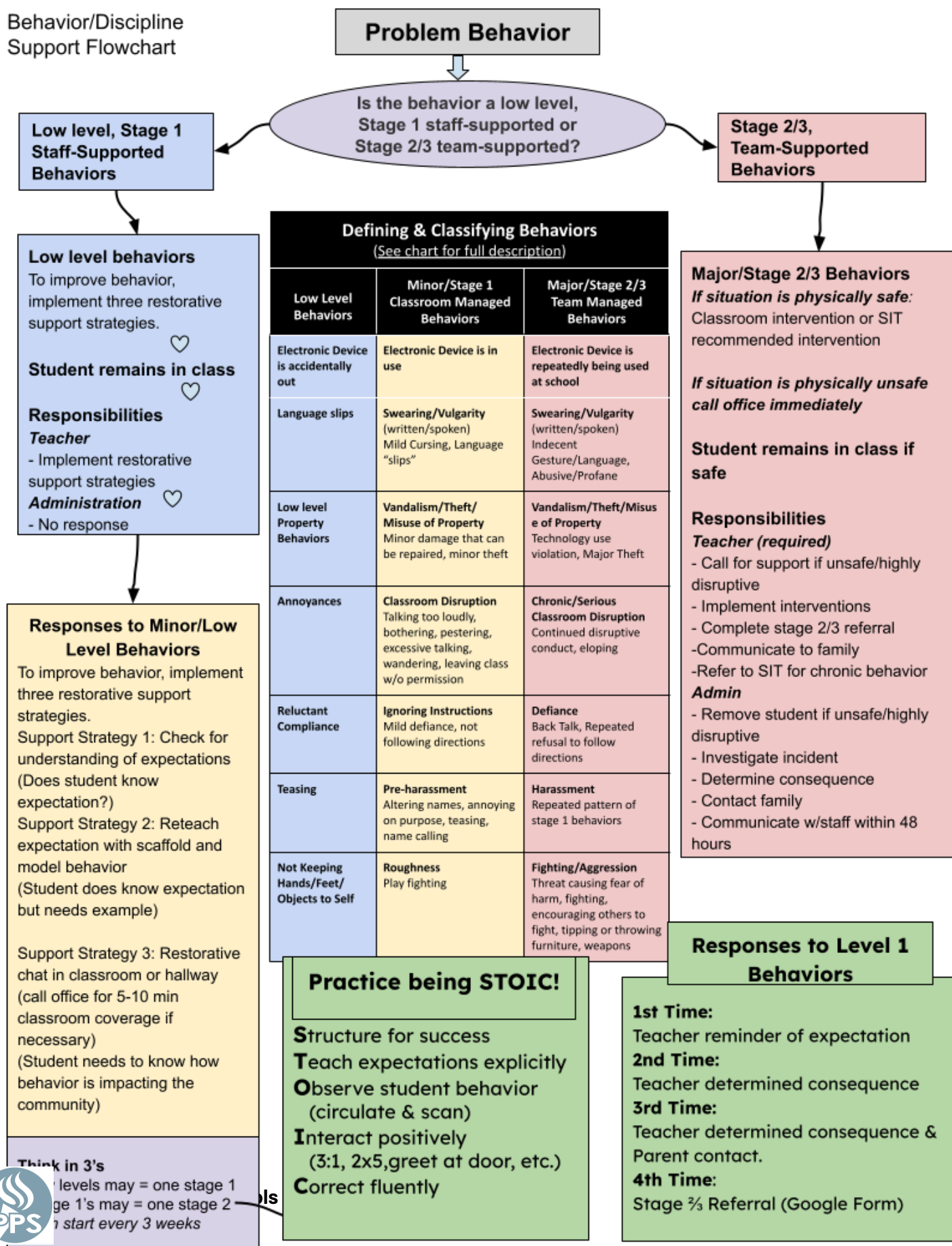
[Discipline Response Flowchart Link](#)



Portland Public Schools

6/18/25

Behavior/Discipline Support Flowchart



DISCIPLINE POLICIES

Woodlawn E.S. has created and calibrated around a flowchart to describe how staff respond to unexpected behaviors. If a student is escalated such that the flowchart below does not meet their needs, they may utilize the school's deescalation space. De-escalation spaces are a predesignated space in the school, not the classroom, for students to de-escalate with adult support.

Active Supervision

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.

What does it LOOK like?	What does it SOUND like?
• Circulating unpredictably • Visually scanning the room • Give WOW tickets when noticing expected behavior or positive behavior • Redirecting consistently (every observed misbehavior receives a response & responses to similar misbehaviors are the same from student to student, day to day) • Smiling • Making eye contact with students • Responding non-emotionally to misbehavior • Using respectful body language/non-confrontational stance • Proximity: Gently moving toward the misbehavior in a relaxed way	• Interacting positively with students • Giving 3 acknowledgements to 1 correction • Correcting calmly and respectfully • Aligning acknowledgements and corrections closely to the school values and expectations • Providing comments that acknowledge students' efforts to be successful • Giving accurate feedback that is specific and descriptive • Using a voice level 1 or 2 • Giving reasonably private corrections that address the problem Using respectful words & tone of voice • Speaking in clear & simple language, not framing the direction as a question

DEFINING STAGE 1 AND STAGE 2/3 BEHAVIORS (1.5)

Defining 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. Woodlawn and PPS have clear definitions for behaviors that interfere with academic and social success. These behaviors are defined in the chart below and are reviewed annually by the Faculty in order to clarify expected behaviors.



Low Level Behaviors- warning	Minor–Stage 1 Classroom Managed Behaviors	Serious–Stage 2/3 Office Managed Behaviors
Behaviors are handled on the spot using simple redirections, intervention strategies and teachable moments (Repeated minor: teacher check-in with parent & review cum file) • No documentation for behavior • Document parent contact, if necessary • Can include parent/guardian conference • Can include loss of privilege	PPS Stage 1 report used to document an incident when more response is needed beyond low level behavior response (Teacher must make contact with parent by phone, voice mail, email or in person). • Student stays in class–takes home form if needed • No immediate involvement by admin/behavior coach • Behavior(s) continued after a couple of warnings/reminders • Can include parent/guardian conference	Discipline referrals used to document an incident when more response is needed beyond Stage 1. Admin will contact the parent. Teacher may contact parent as well. • Can include chronic (3 or more) Stage 1 misbehaviors. Referral is processed within 48 hours • Extreme/harmful/illegal Student removed from learning space, Admin processes referral before student returns to learning environment
Language • Language “slips” - words not to be spoken at school. • Unkind words (e.g. teasing, putdowns, ridiculing or humiliation “good boy/girl”) • Inappropriate language/gestures, which may not be understood by student	Swearing/Vulgarity (written/spoken) • Use of mild cursing (typically not directed at someone) • Implied sexual meaning in casual talk and/or sexual noises, i.e. grunting, moaning, “big back” • Reported use of hand gestures • Repeated use of unkind words directed at someone (e.g. teasing, putdowns, ridiculing, humiliation, “good boy/girl”)	Swearing/Vulgarity • Writing or saying anything which ridicules or humiliates another person on account of age, color, creed, disability, marital status, national origin, race, religion, sex, gender identity, or sexual orientation, that are verbal, physical, non-verbal or digital (including online) and where initial interventions are applied stop the behavior. (lower level impact) • Use of obscene hand gestures • Explicit sexual talk • Hate and biased speech • Repeated implied sexual talk and/or noises. • Repeated language “slips” • Repeated use of unkind words directed at someone (e.g. teasing, putdowns, ridiculing, humiliation, “good boy/girl”) [3 or more times]
Vandalism/Theft/Misuse of Property • Careless accident • Climbing on bathroom stalls • Teasingly taking others possessions • Wasting/misusing feminine hygiene products in bathroom	Vandalism/Theft/Misuse of Property • Teasingly taking others possessions • Thoughtlessly damaging property – can be easily fixed with little time or no cost • Theft: Minor (object under \$20; excludes personal items)	Vandalism/Theft/Misuse of Property • Theft: Major (more than \$50 or personal items such as keys, purses, wallets and phones) • Purposely damaging property – repair/replacement costs money and/or disrupts school activities • False fire alarm
Annoyances • Off-task	Classroom Disruption	Chronic/Serious Classroom Disruption • Stopping the Learning Process



- Noise making - Out of seat - Cutting in line	- Repeated Talk Outs (excessive talking) - Repeatedly interrupting others while working - Ignoring reasonable requests (mild defiance)	- Unsafe Behaviors - Refusal to follow directions - Insubordination, defiance, willful disobedience (failure to respond to a proper and authorized direction or instruction of a staff member that impacts others' access to education or has a substantial impact on the safety of others). - Leaving without permission - Failure to attend assigned class without permission or excuse; leaving the building, classroom, or assigned area without prior approval of the teacher and/or an administrator.
Teasing - Altering names - Annoying on purpose: bugging - Roasting as an insult - Inappropriate jokes - Flirting - Body shaming	Harassment (isolated) - May be verbal, nonverbal, or graphic/written gestures "Put Downs" - Threatening/intimidating stares (body language) - Disturbing by pestering, or tormenting, abusive words - Coordinating or scheduling a fight - Unwanted sexual advances or attention - Body shaming - Looking at others in bathroom stall	Harassment (ongoing) - Intimidation or abusive behavior toward a student, staff, or the school community based on but not limited to: disability, race, color, or national origin, sexual orientation or gender identity or expression, religion, or any other protected class, that are verbal, physical, non-verbal, or digital (including online) where initial interventions are applied to stop the behavior. - May be verbal, nonverbal, or graphic/written gestures - Disturbing consistently by pestering, tormenting, or abusive words - Patterns of "put downs" - Threats/extortions - Repeated unwanted sexual advances or attention - Body shaming - Repeated looking at others in bathroom stall
Hands/Feet/Objects to Self - Poking or pushing - Pinching, jostling, - Retaliating as above	Roughness/Fighting (Intentional) - Wrestling, body holds, kicking, shoving - No serious harm to others (no mark, not breaking skin, no blood, etc.)	Fighting/Aggression/Harm - Fighting involves the exchange of mutual physical contact, such as pushing, shoving, and hitting, with or without injury (i.e., mutual combat). - Major physical attack causing harm- Intentionally violent contact and/or touching that violates bodily autonomy or striking of another person against their will or intentionally causing bodily harm to an individual.



Personal Electronic Device ● 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 ● First violation of the Off an 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 p. 5 for more details. Stage 2: <i>Personal Electronic Device Violation</i>
Technology Expectations ● Cell phones should be off and away during school hours. This includes Apple watch or similar product. ● Students should only be on teacher directed websites. ● Access to technology is a privilege, access to technology will be removed if students do not follow the rules and policies outlined in the PPS Acceptable Use Policy. PPS expects all students to be positive digital citizens who: Do not: ● Share private information about themselves or others. ● Cause harm to others or damage to their property. ● Causes harm to another student or school or the community. ● Damage computer equipment, data, or files. ● Pursue hacking. ● Copy or download copyrighted materials. ● Look at, send, copy, or create material threatening, rude, inappropriate, or meant to hurt someone's feelings, reputation, or opportunities. ● Plagiarize or steal information, music, videos, or other copy-protected digital artifacts. ● Buy, sell, or advertise merchandise unless it's part of an approved school project. ● Install applications on computers unless approved by the teacher or District staff. Understand: ● Only students who are currently enrolled can use the District network. Your privilege to use technology can be taken away by staff or parents if you are engaging in inappropriate behavior. ● The choices you make while on a computer or the internet. Tell an adult if you see something threatening or inappropriate happening. ● What you do online is not private. Do: ● Acknowledge that the District provides a safe online experience as long as rules are followed. Access and use collaborative tools, safe sites, games, and searches. ● Be respectful, responsible, and safe while using devices. ● Communicate online in ways that are kind and respectful.	Minor Technology Violation ● Using technology equipment other than in the manner directed by school staff; including but not limited to violations of phone use policy, computer use policy, or internet security.	Major Technology Violation ● Using technology equipment other than in the manner directed by school staff that causes a substantial impact on the learning environment or school community, including but not limited to recording fights, recording others without permission, posting on social media, and repeated phone use violations.



• Use only your account and not anyone else's, and keep your account and password information private. • View and use networks that are allowed by the teacher or District staff.		
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DISCIPLINE POLICIES (1.6)

Woodlawn's school discipline policies emphasize a proactive, instructive, and/or restorative approach to student behavior. All staff are committed to promoting a positive, respectful, inclusive climate in our building that increases student achievement.

A detailed explanation of the discipline policies of all Portland Public Schools can be found in the [Student Responsibilities, Rights, and Discipline Handbook](#).

The following chart attempts to summarize the range of actions which can be assigned for students who have not successfully met the Universal Expectations:

Responding to Behaviors

	STAGE 1	STAGE 2	STAGE 3
Description	a minor infraction , often occurring in the classroom, and is typically handled by the classroom teacher or supervising staff. (Student remains in class)	signifies a more serious instance of student misbehavior or a pattern (three or more stage 1 infractions) of misbehavior that has not been resolved through initial interventions. (Student may or may not remain in class)	indicates a student's behavior is considered extreme and/or harmful , warranting an immediate or prompt referral to the school administration. (Student is removed from classroom). Immediate Administrative Assistance
Teacher/Staff Responsibilities	• <u>Stage 2 Teacher/Staff Responses</u> • <u>Process</u> • Teacher/Staff implements appropriate interventions • Teacher completes Stage 1 Behavior Report • Teacher contacts parent(s)/guardian • Inform parents of the interventions the teacher is doing for behaviors(s) • Teacher sends a copy of the Stage 1 report home (parent signature is optional) • If Stage 1 is NOT completed by teacher,	<u>Stage 2 Teacher/Staff Responses</u> • Ensures student safety <u>Process</u> • Teacher tries 2-3 Tier 1 classroom interventions (e.g. re-teaching, gentle reprimand, choices, etc.) • Teacher submits Stage 2 referral ODR to administrator (with copies of applicable Stage 1 Behavior Reports)	<u>Stage 3 Teacher/Staff Responses</u> • Ensures student safety • Teacher contacts administrator immediately <u>Process</u> • Teacher submits Stage 3 referral ODR to administrator (with copies of applicable Stage 1 Behavior Reports) • Administrator determines consequence and communicates the consequences to teacher and family • Administrator and teacher determine how to best re-enter student into learning environment



	Stage 1 Report forwarded to classroom teacher •		Potential student/parent conference to understand behavior and set goals to intervene
Possible Responses	- Teacher uses 3 Classroom Interventions in the following list: - Restorative conversation - Reteach rule - Change seating - Alternative space to make up work - Gentle reprimand - Teacher keeps student in proximity - Pre-correction - Private direction - Restitution - Reset (out of class- less than 15 minutes) - Reset (in class) - Family contact - Praise for taking responsibility - Identify replacement behavior - Redirect student - Modify/differentiate work - De-escalation (help, prompt, wait) - Behavioral narration of student following expectations nearby 5:1 Positive interactions to corrective interactions	- Active but restricted recess (ex: “walk the perimeter”) or structured recess - Alternative space to make up work - School Meaningful Work (ex: behind the scenes lunch job, help custodian) - Altered school-day schedule (ex: switch classes, attend lunch/recess with a lower grade) - Miss a schoolwide activity (ex: dance, field trip) - Loss of class privilege - Tier 2 Behavioral Instruction - Stage 1 interventions - Behavior contract - Identify “safe place” to cool off - Notify authorities - Check in Check Out (CICO) or Check and Connect - Affirmations - Quick Behavioral Assessment - Social stories - Interest Inventory - Parent conference with administrator - Opportunity for school service - RTI continuum - Daily Progress Report - Mentor at school Reflection Sheet No Contact or Stay Away Agreement - Intervene and stop the behavior - Separate the students - Write letter to person harmed - Safety Plan - Small Group Skill Building with Student Support Team Members - Student Conferences intending to understand reasons for behavior and	- Determined by Administrator according to Student Rights and Responsibilities Handbook - Student Intervention Team - Check-in/check-out with individuals - Mentor at school - Safety plan - Room clear - Notify/access interdistrict services (e.g. Rapid Response, MSP, etc.) - Notify/access community services (e.g. DHS). - Skill-building group - Lunch Bunch - Behavior Support Plan - Parent/Caregiver conference



		set goals to improve the behavior.	
Administrative Responsibilities	- Consider: If frequent/Chronic: - Is the student's behavior due to avoidance or escaping? - Is behavior part of a mental health issue, traumatic response, or disability? - Have you included the SIT team at this point or at any point prior? - Consider the function of the student behavior - what needs are they trying to meet? - Suspension or Hearing can be considered when: The school has tried at least 3 different strategies in response to the behavior, and the behavior persists. - The violation created a substantial impact on the school community. - The student has a combination of multiple Type II, and/or Type III violations in one incident. - a suspension or hearing can be considered.	- Admin consults & investigates with staff and students - Admin contacts parents/guardians - Admin finalizes referral and enters into Synergy - Informs staff of intervention(s) & consequence within 1-3 day - Inform Title IX Coordinator as necessary. Common Area Stage 2 Report Forward to classroom teacher - Administrator notifies reporter/teacher about Stage 2 Behavior Report received - Administrator informs parent/guardian of referral - Administrator investigates incident and takes notes - Administrator determines violation and finalizes ODR: - Notifying staff, parent and student - Send ODR or discipline letter to family (copy staff) - Enter ODR final info into Synergy - Administrator returns Stage 2 Behavior Report to staff/teacher	- Teacher or other staff member calls the office and asks for Administrative assistance. - Secretary takes the call for assistance and attempts contact with Administrator or designee and calls staff back if response time is longer than 5 minutes. - Administrator or designee picks up the student and makes contact for a brief description with the teacher of the behavior. If available, Stage 3 Behavior Report from staff member. - Teacher or other staff member completes Stage 3 Office Discipline Referral - Teacher implements interventions based on the outcome of the investigation. - Administrator contacts family to notify them of ODR/incident - Administrator or designee conducts an investigation. - Administrator or designee consults Rights and Responsibilities Handbook and assigns consequences. - Administrator or designee gives completed ODR to School Secretary for data entry, then copies the ODR and returns to homeroom teacher and/or the staff member who wrote the ODR.

A special note about exclusionary discipline: For a student who is in **fifth grade or lower**, the use of out-of-school suspension or of expulsion is limited. A disciplinary action at Level 3 or higher (suspension) for a student in fifth grade or lower must be in compliance with State law.

On the next page, a visual representation of the school's behavioral support flowchart is displayed.



Purpose of All Student Behavior Responses:
De-escalate

DE-ESCALATION SPACE

Woodlawn E.S. has created and calibrated around a flowchart (on previous pages) 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. At Woodlawn, students are de-escalated in place (in the current setting) or utilize safe spaces already present in the school such as the office of the staff person who is supporting them at the time (for instance, they could go to the Assistant Principal's office or the Counseling Office). Another option is the sensory room (room 206) or an empty classroom (room 261) for de-escalation.

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 by giving out WOW tickets along with specific praise. There is a weekly lottery drawing for WOW ticket prizes.



Name: _____

Teacher: _____



Kind



Safe



Respectful



Responsible

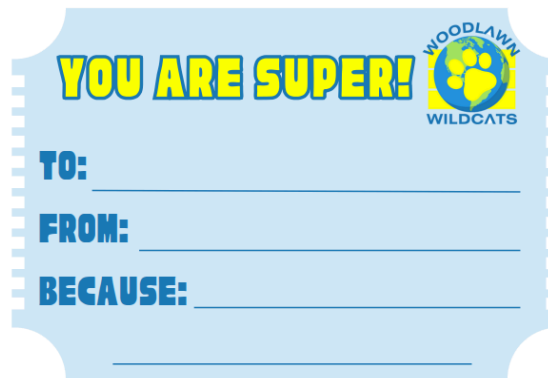


Portland Public Schools

6/18/25

ADULT FEEDBACK AND ACKNOWLEDGEMENT SYSTEM

If you notice one of your coworkers going above and beyond in their job capacity and would like to acknowledge them, please take a minute to fill out the following form and turn it in the clear box in the office. There is a weekly drawing for one adult in the building.



YOU ARE SUPER!

TO: _____

FROM: _____

BECAUSE: _____

CHARACTER AWARDS

- The purpose of the Character Awards is to positively reinforce long term positive behavior.
- Teachers will nominate students each month who earned Character Awards.
- Each month will highlight a character theme. [Character Themes by Month](#)

EFFECTIVE CLASSROOM PRACTICES PLAN

Every teacher will have an Effective Classroom Practices Plan (ECP Plan). ECP Plans will be shared with administration no later than the day before back to school night. Co-creating classroom practices reduces variability between classrooms and makes it more consistent for students. Some sample plans are provided below and professional development time will be provided in the first two weeks of school to complete these documents.

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



[Effective Classroom Practices Plan](#) (from 2023-2024)

Link to do new plan: [24-25 Effective Classroom Practices Plan](#)

[Woodlawn's Guest Teacher Support System](#)

[Click here for Effective Classroom Practices Plan & Guest Teacher Support System Resources](#)

Link to blank visual of [Classroom Expectations Posters](#).

[Click here for Buddy Classroom Protocol](#)

A supportive and equitable environment in all classrooms serves as a platform for all academic, social and emotional learning. At the core of a supportive classroom is a caring, engaging teacher who establishes authentic trusting relationships with each student (CASEL).

All teachers are expected to have a "Think Sheet" that is age appropriate for students to use as a reflection tool for 2nd Off Task Behaviors. [Think Sheet Examples](#)

There will be time given at a staff meeting in January for a Mid-Year review of Classroom Management Plans.

Using CHAMPS to Support Expectations

Teachers may choose to use CHAMPS as a method through which to support students as they work to meet expectations.

CHAMPS!
Conversation
Help
Activity
Movement
Participation
Success!



Each lesson and activity in the classroom should be “champed” out prior to beginning (or, for lower grades, the MAC format may be used). This is important so students know what is expected of them at all times during class.

Conversation is the voice level (e.g., voice level 0 or 2).

Help explains what students should do in order to get help during an activity or lesson (e.g., raise your hand or ask your neighbor).

Activity explains what the students will be doing (e.g., silent reading, or math activity with a partner).

Movement tells students what is expected of their bodies (e.g., stay in seat or get up to get materials as needed).

Participation lets students know how they should participate (e.g., working with a partner or listening attentively).

Success is what you get when all of the above is followed.

Woodlawn Voice Levels

Level 0 - Voices off

Level 1 - Whisper

Level 2 - Inside/Talking voice

Level 3 - Read aloud voice

Level 4 - Outside/Recess voice

Zones of Regulation

As part of our social-emotional learning at Woodlawn, students are taught about self-regulation using the **Zones of Regulation** curriculum. Self-regulation can go by many names, such as self-control,



self-management, and impulse control. It is defined as the best state of alertness of both the body and emotions for the specific situation. For example, when a student plays on the playground or in a competitive game, it is beneficial to have a higher state of alertness. However, the same state would not be appropriate in the library. The **Zones of Regulation** lessons are designed to help students recognize when they are in the different zones as well as learn how to use strategies to change or stay in the zone they are in. The **Zones of Regulation** categorizes states of alertness and emotions into four colored zones:

The **Blue Zone** is used to describe low states of alertness, such as when one feels sad, tired, sick or bored. This is when one's body and/or brain is moving slowly or sluggishly.

The **Green Zone** is used to describe a regulated state of alertness. A person may be described as calm, happy, focused, or content when in the Green Zone. This is the zone students generally need to be in for schoolwork and for being social. Being in the Green Zone shows control.

The **Yellow Zone** is also used to describe a heightened sense of alertness; however a person has some control when in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, nervousness, confusion, and many more slightly elevated emotions and states when in the Yellow Zone (such as wiggly, squirmy, or sensory seeking). The Yellow Zone is starting to lose some control.

The **Red Zone** is used to describe extremely heightened states of alertness or very intense feelings. A person may be experiencing anger, rage, explosive behavior, panic, terror, or elation when in the Red Zone. Being in the Red Zone can best be explained by not being in control of one's body.





Soft Space in Classroom





Soft Space in Classroom

Teachers will be expected to have a cool down space in their rooms (a soft space). All teachers are responsible for setting up and maintaining the cool down space as well as teaching and reteaching the expectations. The Soft Space is a quiet area of the room equipped with soft furnishings and soothing materials to help students de-escalate when upset. It is an area where students can go to briefly get away from a frustrating task or over stimulating activity. The Soft Space is a safe place where students can go to calm themselves using pre-taught strategies for a short amount of time (usually for one to three minutes). The goal is to give students a “time away” so that their behavior does not escalate any further. The Soft Space is a positive place that rewards students for keeping their emotions in check and using strategies to calm themselves so that learning can occur.

Every student in the classroom is welcome to use the Soft Space, it is meant to be used in a positive manner, and not punitively. Students would self-select to go to the Soft Space, it would never be used as a consequence.

Our Soft Space is set up so that students can “get back into the Green Zone” by taking a brief break and be ready to learn when they rejoin their class. The Yellow Zones and Red Zones are not naughty or “bad”, everyone experiences all the zones at one time or another. It is just that in the classroom, it is expected that students be focused and calm in order to succeed at academic tasks.

If you would like Soft Space resources, please contact our School Counselor.



WOODLAWN WELLNESS CENTER DESCRIPTION



WHAT IS THE WELLNESS CENTER?

The Wellness Center is designed to be a space for Woodlawn students to use for two purposes: (1) to emotionally regulate, (2) and to resolve conflict/have restorative conversations. The space is not designed for de-escalation, students must be demonstrating safe behaviors in order to enter. Students who are demonstrating unsafe behaviors will de-escalate in place. Students who report being in the “red zone” but are being safe are welcome in the Wellness Center.

Our goal is to provide a safe space where students can go for a limited amount of time for one of our designated purposes. Each time a student enters, we will be collecting significant data on the student’s experience. These data could lead us to a deeper understanding of the needs of some of our most struggling students.

In the end, we hope this Tier 1 strategy reduces the overall amount of time that some students spend out of their classrooms.

WHERE IS THE WELLNESS CENTER?



Portland Public Schools

6/18/25

Located in Room 105, at the South end of the office, the room can only be accessed by students through the door at the South end (located directly next to Room 110). We've designed the flow of the space around this entrance pattern, so students should be redirected when necessary. This also means that we will be re-training students about office behavior. You will notice signs around the office directing students to stay in "student friendly" space.

WHEN IS THE WELLNESS CENTER AVAILABLE?

First, classroom teachers have discretion over when students are able to visit the Wellness Center. For example, a teacher can deny a student's request for use, but be specific about when a better time might be. Please contact one of the school counselors a student needs to use the Wellness Room.

HOW CAN STUDENTS USE THE WELLNESS CENTER?

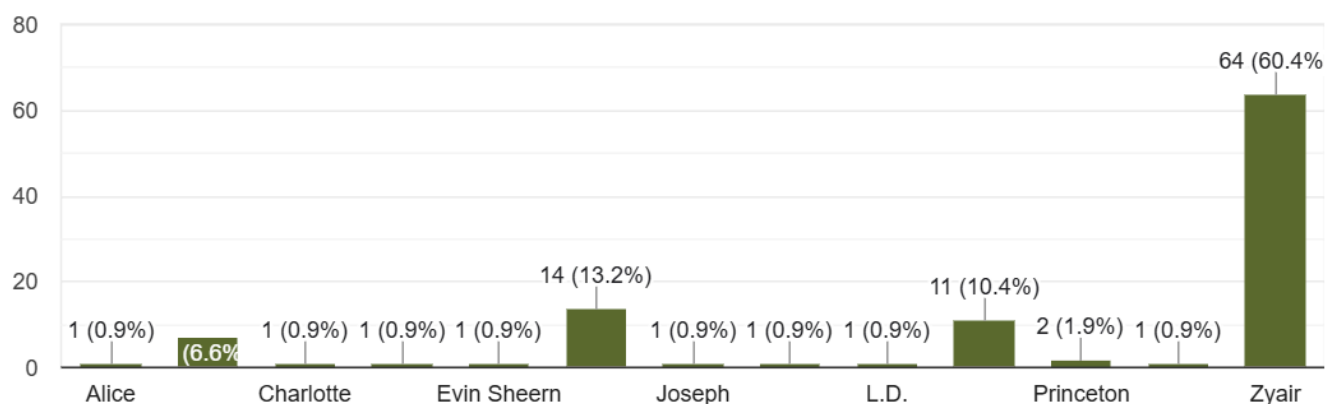
In order for students to use the Wellness Center, they will need to ask their teachers for a WC Pass or an adult escort to the Wellness Room. When the student enters the room, they must sign in at the station and choose a regulating activity (most often calming rather than activating). The maximum amount of time that a student can be in the regulating activity is 5-10 minutes. At the conclusion of the time, the students signs out and completes an exit ticket. The student will be escorted back to class by the accompanying adult. The student will show the exit ticket to their teacher when they return to class. This is for the teacher's information—shows what was the focus of the session and how the student was feeling when he left.

Wellness Room 2025-2026 [Data](#): 106 Responses

Student Name

 Copy chart

106 responses

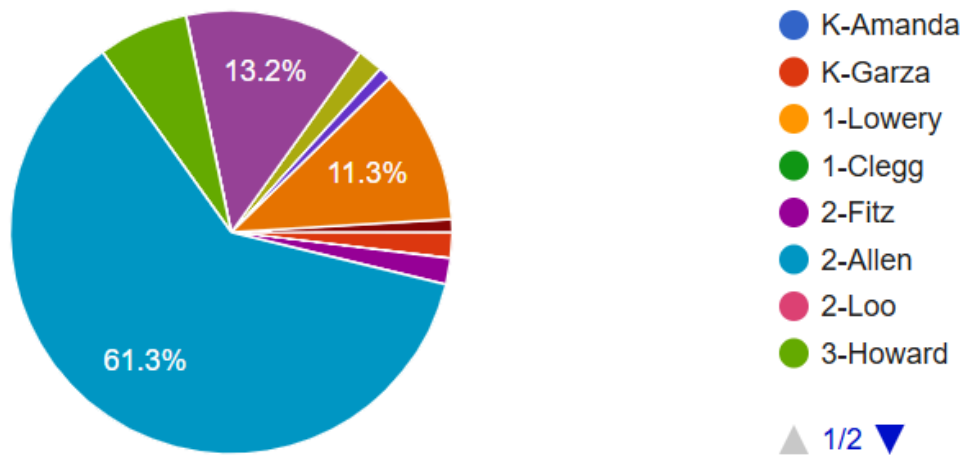


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6/18/25

Teacher

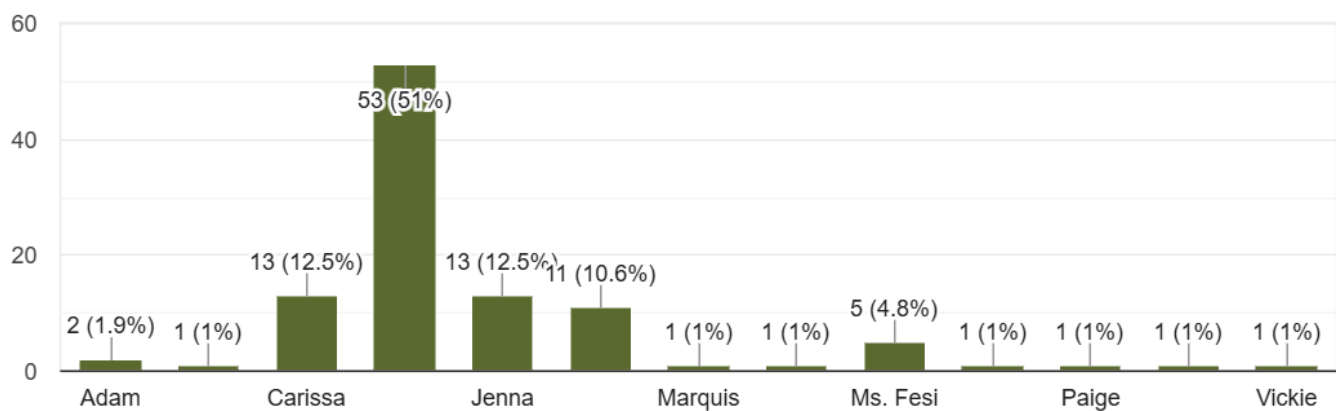
106 responses



Staff Name

104 responses

[Copy chart](#)

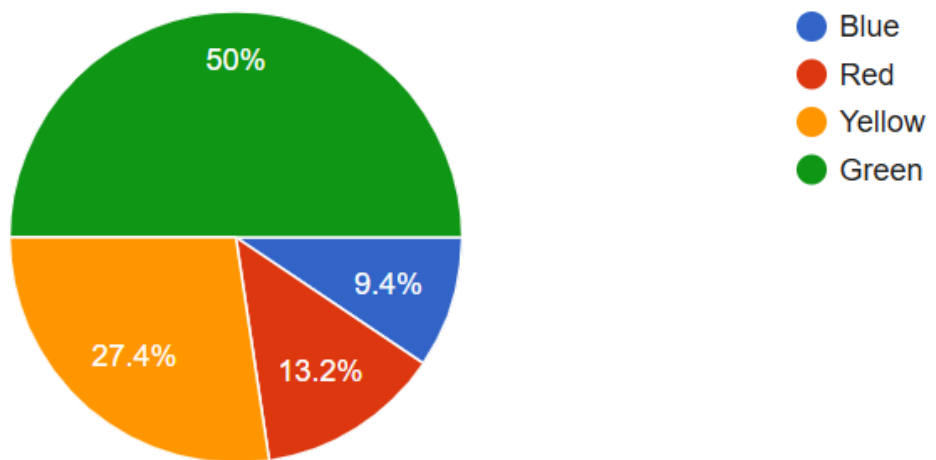


Portland Public Schools

6/18/25

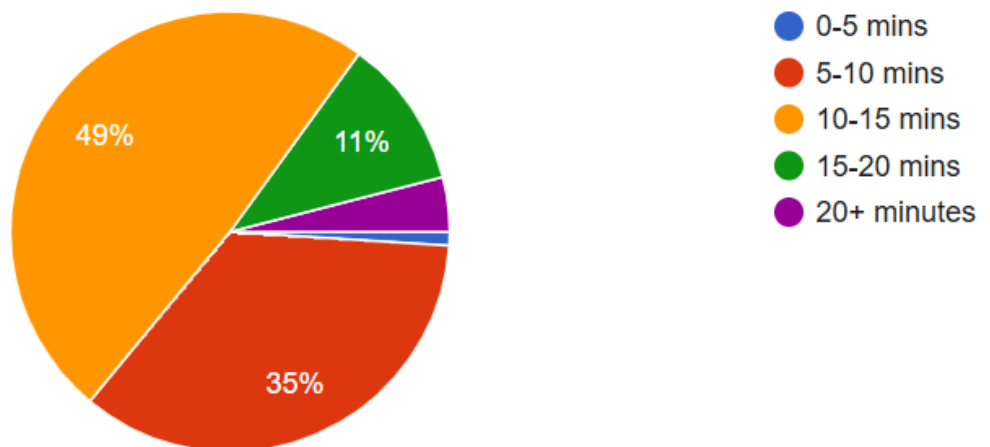
What Zone does the student check-in @ arrival?

106 responses



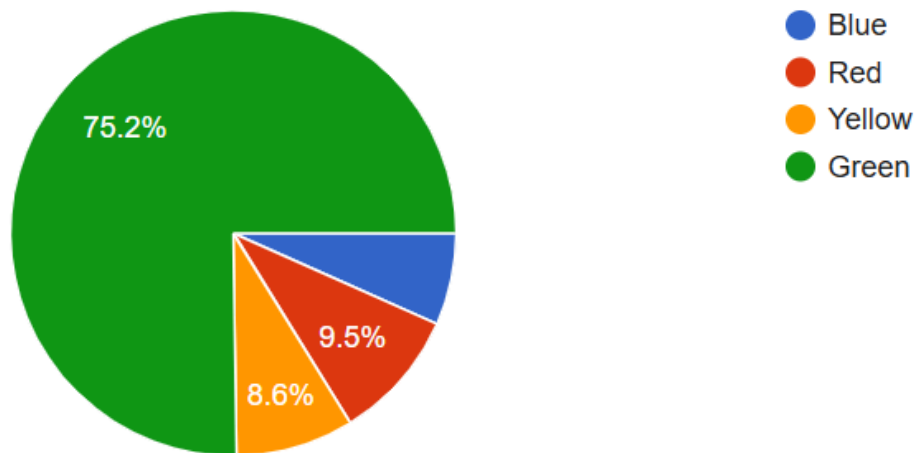
How long was the student in the room?

100 responses



What Zone does the student check-out @ departure?

105 responses



Wellness Center Exit Ticket

Name: _____

Wellness Staff: _____

Date: _____

Exit Time: _____

How I felt when I came in (circle one or write/draw below):

Blue Zone: Sad Green Zone: Happy Yellow Zone: Worried Red Zone: Mad Other:

What I did there (circle one):

Feelings Fort	Blue Mat	Hammock	Legos	Talk it out	Fidgets	
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How am I feeling now? (circle one or write/draw below):

Blue Zone: Sad Green Zone: Happy Yellow Zone: Worried Red Zone: Mad

Please see [Woodlawn Climate Handbook](#) for more information regarding Woodlawn's acknowledgement



Portland Public Schools

6/18/25

systems.



Family Involvement & Feedback

WOODLAWN SCHOOL EVENTS CALENDAR 2024-2025

AUGUST

8/17 Community Care Day
8/23 Welcome Back Fair
8/27 First Day for 1st-5th
8/27-8/30 Kinder Ramp Up

SEPTEMBER

9/2 Labor Day, No School
9/3 First Day for Kinder
9/4 Food Pantry Opens 4:30-6pm
9/16 SUN Registration Opens (Fall)
9/19 Back to School Night
9/20 SUN Registration Closes
9/25 Early Release @ 11:45

OCTOBER

10/1 First PTA Meeting
10/2 Picture Day!
10/7 First Day of SUN (Fall)
10/9 Walk, Bike & Roll Day
10/10 Fall Fiesta Night
10/10 Run 4 Woodlawn
10/25 R4W Money Due!

NOVEMBER

11/4 No School
11/11 No School, Veterans Day
11/14 Ruby Bridges Walk to School Day
11/20 Early Release @ 11:45
11/25 & 11/26 Conferences
11/25-11/29 No School, Happy Thanksgiving!

DECEMBER

12/13 PTA Movie Night @ 6pm
12/18 Early Release @ 11:45
12/23-1/3 No School, Winter Break!

JANUARY

1/6 First Day of SUN (Winter)
1/14 PTA Meeting
1/20 No School, MLK Day
1/27-1/28 No School
1/30 Celebrate the Arts Night

FEBRUARY

2/7 PTA Movie Night @ 6pm
2/17 No School
2/26 Early Release @ 11:45
2/28 PTA Jazz Night

MARCH

3/3 No School
3/19 Early Release @ 11:45
3/20 Poetry Slam
3/24-3/28 No School, Spring Break!

APRIL

4/4 No School
4/7 No School
4/8 First Day of SUN (Spring)
4/22 PTA Meeting
4/23 Early Release @ 11:45

MAY

5/7 Walk, Bike, Roll Day
5/8 Family Fest
5/21 Early Release @ 11:45
5/30 Celebrate Woodlawn (PTA)

JUNE

6/10 Last Day of School, 5th Grade Celebrations

**ALL DATES ARE
TENTATIVE AND
SUBJECT TO CHANGE.**

**SEE WEDNESDAY
NEWSLETTER FOR
LATEST UPDATES!**



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

- [Woodlawn CR-TFI Action Plan](#)
- [Woodlawn School Improvement Plan 26-27](#)
- [RJ Rubric 24-25](#)

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

- [Successful Schools Survey Data](#) 25-26

SIP Attendance goal: By June 2027, the overall percentage of students with good or acceptable attendance rates will increase by 3%, from 66% to 69%. In order to reduce the disproportionate gap, the percentage of students with good or acceptable attendance for all focal groups (Black & Native students, multilingual learners, students receiving special education services, and students experiencing poverty) will increase by 5%

