

Stephenson 2025-2026

School Climate Plan



Mission	Vision	Core Values
To prepare students to become responsible world citizens and life-long learners, Stephenson School is committed to becoming a professional learning community. We recognize art, music, physical fitness, and second language as avenues to self-expression and communication and as essential to the educational experience of all students.	Stephenson School will provide a compassionate, caring environment where all students, staff, and the community are challenged and motivated to achieve their personal, academic, and creative best.	Be Safe Be Responsible Be Respectful Be Your Best

Stephenson Elementary School is “at its best” when all individuals honor each student by name, value their individual contributions and recognize that all students have the ability to strive, shine and succeed. The Stephenson learning community is “at its best” with a continued collaborative partnership between school and a highly involved community.

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

Our School's Core Values are–

Be Safe

Be Responsible

Be Respectful

Be Your Best

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 Stephenson Elementary 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.

TEACHING COMMON AREA EXPECTATIONS

[Click here to view Stephenson's Schoolwide Rules and Expectations](#)

	SETTING			
	Hallways	Playgrounds	Cafeteria	Library/ Computer Lab
Be Respectful	Walk Quietly	Take turns and share. Speak kindly.	Use voice level 1 while in line. Use good table manners. Talk politely. Clean your eating area.	Listen and work quietly. Treat books and equipment carefully. Use voice level 1.



Be Responsible	Stay in line. Walk to the right in the hall.	Follow adult Instructions.	Follow the adult instructions. Raise your hand if you need assistance.	Follow directions. Return the books you borrowed Raise your hand to participate.
Be Safe	Keep hands by your side and your body to yourself.	Stay at the playground boundary. Use hands and feet appropriately. Use equipment safely.	Walk. Eat your own food. Stay seated. Keep hands and feet to yourself.	Walk quietly.
Be Your Best	Wait while classes go by.	Take care of equipment.	Eat what you take. Eat healthy foods.	Clean up after yourself, using a level 0/1 voice.

SETTING				
	Bathroom	Kindness & Friendship	Assembly	Bus
Be Respectful	Use voice level 0. Respect others' privacy. Keep the bathroom clean.	Use kind words and actions. Include and invite others to play with you. Be friendly to all students. Share and take turns.	Listen, watch and learn. Participate appropriately. Clap at the end of the program.	Use voice level 1. Speak to others. Keep your body to self.



		Listen to each other. Stop rumors.		
Be Responsible	Use the bathroom and leave immediately. Turn off the faucet. Throw trash in the container. Use the facility appropriately.	Use kind words and actions. Include and invite others to play with you. Be friendly to all students. Share and take turns. Listen to each other. Stop rumors.	Follow the directions given. Raise your hand if you need assistance.	Be on time. Follow adult instructions.
Be Safe	Flush and wash hands. Walk carefully in wet areas. Report problems to adults. Do not crawl on the floor or hang from doors or dividers.	Help each other when needed. If someone makes a bad choice, say so or ask for help.	Stay in the listening position. Sit on the bottom and stay upright. Keep hands and feet to yourself.	Stay in your seat and face forward. Keep hands, feet and objects inside the bus. Keep your feet in front of you. Leave the bus in an orderly way when it has stopped. Walk when getting on and off. Wait your turn.
Be Your Best	Use materials correctly.	Help each other when needed. If someone makes a bad	Focus on the speaker. Show your appreciation.	Sit facing forward. Use a VERY SOFT voice. Smile at the driver.



		choice, say so or ask for help.		
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SCHOOLWIDE (TIER 1) CLIMATE PRACTICES

Each Stephenson 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
- *Caring School Community* SEL Curriculum
- Attendance Awards
- Classroom Community Agreements
- Community Circles
- Lion's Roars to acknowledge expected behavior
- School Counselor classroom lessons
- Social Emotional Learning classroom lessons
- Common Area Expectation lessons three times per year
- Calming spaces in each classroom
- Flexible seating
- *Think Sheets* to help reflect on behavior, restorative practices

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		Function: Escape/Avoid Breaks are Better 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	

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.

STEPHENSON ELEMENTARY SCHOOL DISCIPLINE PHILOSOPHY

Positive school and classroom climate contribute to positive behavior. Stephenson Elementary School's discipline philosophy is to promote consistent behavioral expectations throughout the building, develop self-management, and conflict resolution skills, and resolve discipline issues in an equitable manner respecting and honoring the diversity of adults and students alike.

There are four overarching expectations: **Be Safe, Be Responsible, Be Respectful, Be Your Best**

In support of this philosophy, each teacher will teach what it means and looks like to meet each of those expectations, acknowledge positive behavior in their classrooms and throughout the building, and communicate with parents in a timely and proactive manner. It is expected that teachers intervene early and start the discipline process at the lowest possible level reasonably calculated to change the student's behavior and minimize the loss of instructional time.

All discipline procedures will adhere to guidelines identified in the [Handbook on Student Responsibilities, Rights, and Discipline](#) published by Portland Public Schools.

PPS Handbook on Student Responsibilities, Rights, and Discipline:

 English 24-25 PPS Student Rights, Responsibilities, and Discipline Handbook.pdf

POSITIVE PREVENTION AND INSTRUCTION



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- Notice students positive behavior more than correcting behavioral mistakes or misbehavior
- Explicitly teach and clarify expected school/classroom/activity behaviors you expect students to demonstrate
- Provide leadership opportunities for students by assuming classroom and building responsibilities to become positive role-models
- Develop classroom routines and stick with them, such as a warm up activity posted on the board to make the start of the lesson count
- Look for opportunities where students can contribute and make choices in the curriculum when appropriate
- Greeting students to have a positive initial interaction
- Practice restorative practices
- Teach culturally responsive teaching
- Incorporate social emotional learning in your daily lessons with opportunities for community circles.
- Create community agreements with input from students that are posted and referred to regularly
- Providing opportunities for students to listen to each other using the mindful inquiry process
- Build positive relationships with students by connecting and checking in about life outside of school
- Acknowledge students who are following the school values and expectations by using rewards for individuals, class or grade levels

DISCIPLINE GUIDELINES

- ☐ Action will be immediate
- ☐ It will deal with observable and documented behavior
- ☐ It will be handled unemotionally, objectively, calmly, and respectfully
- ☐ It will target and address the behavior, not the student
- ☐ It will give the student alternatives
- ☐ It will result in a clear plan for future behavior
- ☐ It will result in a learning outcome for the child
- ☐ It is a logical consequence
- ☐ It is an equitable consequence
- ☐ It is a known consequence

DISCIPLINE PROCEDURES



Stephenson staff will use the School Climate Handbook as a guide for all behavior, classroom and common areas. Staff will review the common area expectations and lessons during the start of the school year, after winter break and spring break. Stephenson staff is expected to involve parents/guardians early and throughout the discipline process and will work with student stakeholders such as parents, outside supports, support staff, students themselves to support best outcomes for students.

Stephenson staff shall consider all available alternatives to discipline, focusing first on family and school-based resources. Stephenson staff is expected to use a continuum of positive behavioral interventions, strategies, and supports to encourage and reinforce appropriate behaviors conducive to a learning environment.

A disruptive child may be removed from the classroom and sent to a designated space. Students may be asked to complete a Behavior Improvement Form at the teacher's discretion.

Stephenson Discipline Forms:

Classrooms will use their own grade level choice of think sheets for minor problem solving.

These forms are teacher intervention forms and will help guide the child through a thought process of cause and effect. The referring teacher makes sure the student completes the forms. The completed form or forms are kept by the teacher.

A **"Stage 1 Behavior Report"** form is to be completed by the teacher if a student continues to be disruptive or not follow established rules. Teachers should contact parents or guardians when this form is sent home. These forms are saved by the principal and do become part of the student's record and entered into SYNERGY.

A **Stage 2-3 Referral** form is completed when all other forms of behavior modification have been exhausted or in instances of emergency situations where the safety of a student is at risk. **The referring staff member should communicate with parents (when possible) and send Mr. Jeans an email detailing the incident.** The principal or designee will then enter the referral and contact the parent to inform of the situation. The teacher, adult, or fellow student should walk the student to the office. Consequences will be given in accordance with district guidelines. Depending on the level of urgency, this may not be addressed immediately. The principal will update staff when done.

Stage 2 deals with chronic incidents that are disruptive to the learning environment and where the student has not responded to Stage 1 interventions. They are intense and significant. **The student remains in class until called by the principal or designee.** These become a part of the student's record in their cumulative files as well as on Synergy.

Stage 3 is the big deal incidents that are frequent, intense, significant, or harmful to self or others. The student is escorted to the office by the teacher, other staff members, or classmates. **If there is an immediate threat of harm, the student shall not return to class until**



it is decided by the principal or designee. These become a part of the student's record in their cumulative files as well as on Synergy.

- **If an incident occurs outside of the classroom (e.g. cafeteria, playground, specials,) then the staff on duty is responsible for discipline. STOP and Stage 1 forms go to the classroom teacher. Stage 2-3 forms go to the principal or designee. Regardless of form, the classroom teacher shall be notified immediately.**
- If the problem continues, a behavior plan including specific areas of concern, responsibilities of the student, parent, teacher, administrator and any others involved, may be cooperatively written and implemented with the help from the Principal. A parent conference would be scheduled to develop and finalize the plan.
- The range of consequences for referrals are noted in the *Guide to Policies, Rules and Procedures on Student Responsibilities, Rights and Discipline*.

TECHNOLOGY FROM HOME

Per PPS policy, students are not to be using cell phones or smart watches or other from home web based technology while at school. They need to be off and away, placed in the backpack during the school day 8:00-2:30.

DISCIPLINE POLICIES

Stephenson Elementary 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.

Purpose of All Student Behavior Responses:

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

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.

Stephenson ECP Template: [ECPP Guiding Tool](#) [24-25 ECPP Template](#)



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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 Lion's Roar along with specific praise.

Description of our school-wide acknowledgement system:

- Golden Awards
- Ducky Fridays
- Lion's Roar
- Attendance Raffles

Family Involvement & Feedback

AUGUST <ul style="list-style-type: none">• Connect to Kinder Aug 20• Community Care Day Aug 16	SEPTEMBER <ul style="list-style-type: none">• Back to School Night• SIT Team Meeting• Safety Committee Meeting• Early Release Monthly Assembly	OCTOBER <ul style="list-style-type: none">• SIT Team Meeting• Safety Committee Meeting• Site Council Meeting• Early Release Monthly Assembly
NOVEMBER <ul style="list-style-type: none">• Community Meeting• SIT Team Meeting• Safety Committee Meeting• Site Council Meeting• Early Release Monthly Assembly	DECEMBER <ul style="list-style-type: none">• Site Council Meeting• SIT Team Meeting• Safety Committee Meeting• Early Release Monthly Assembly	JANUARY <ul style="list-style-type: none">• SIT Team Meeting• Safety Committee Meeting• Site Council Meeting• Early Release Monthly Assembly
FEBRUARY <ul style="list-style-type: none">• Connect to Kinder• Community Meeting• Site Council Meeting• SIT Team Meeting• Safety Committee Meeting• Staffing Survey• Early Release Monthly Assembly	MARCH <ul style="list-style-type: none">• SIT Team Meeting• Safety Committee Meeting• Site Council Meeting• Early Release Monthly Assembly	APRIL <ul style="list-style-type: none">• Connect to Kinder• Site Council Meeting• SIT Team Meeting• Safety Committee Meeting• Early Release Monthly Assembly
MAY	JUNE	



<ul style="list-style-type: none"> • Site Council Meeting • SIT Team Meeting • Safety Committee Meeting • Day of the Child Celebration • Early Release Monthly Assembly 	<ul style="list-style-type: none"> • Site Council Meeting • SIT Team Meeting • Safety Committee Meeting 	
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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

- Click here to view Stephenson’s 2025-2026 CR-TFI Action
- [Click here to view Stephenson’s SEL Curriculum- Caring School Community](#)
- Click here to view Stephenson’s 2025-2026 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](#).

2024-2025 SSS Student data



