

Forest Park Elementary School Climate Handbook

Forest Park Elementary School

Be Safe

Be Respectful

Be Responsible

Be Kind

2023-2024

Forest Park ES Mission:

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Table of Contentente

School Climate is the most integral component of a Multi-Tiered System of Support (MTSS) framework. MTSS is focused on prevention and problem solving for all students using decision making based on data. MTSS 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. Attention is focused

Team Member	Name	Primary Meeting Role (Facilitator, Data Analyst, Minute Taker)	Backup Meeting Role (Facilitator, Data Analyst, Minute Taker)
Climate/ILT Representative	Ian Huntley,	Facilitator	Minute Taker
Administrator			



Meeting Agenda:

[Forest Park Climate Team Minutes](#)

Monthly Discipline Data

CR-PBIS School-wide Systems (assessing the effectiveness of our Equity Practices on
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Forest Park

Office

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

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

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 (includYy D ž E exp



practices reduces variability between classrooms and makes it more consistent for students. Some sample plans are provided below and PD time will be provided in the first two weeks of school to complete these documents.

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

[Effective Classroom Practices Plan](#)

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

Research shows that when staff "catches" a student exhibiting appropriate behaviors, those behaviors will increase and misbehaviors will decrease. Specific praise is extremel Er

- o Golden-tray (from nutritional specialist)
- o Golden-dust pan (from custodian)

These awards give specialist teachers classroom management leverage and are announced once a month. The "golden-trophies" are housed in classrooms for a month and then moved to the next recipients upon announcement by the specialist teachers during a school assembly.

Acknowledgement Matrix

Type	What	When/Where	Who Gives Them?
Immediate/ High frequency	Kids: Paws for Applause Adults: Teachers & Staff may award	Classroom & Common areas	All Staff
Redemption of immediate/ High Frequency	Kids: vote for one of two school-wide reward choices (all choices suggested by FP		



Schedule for family involvement activities

Date	Topic & Group	Age
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The TFI action plan is revisited on a monthly basis

Recent TFI scores

2020-2021:

Successful Schools Survey (SSS)

Completed once a year in February by all students (grades 3-12), staff, and families.

Reviewed by the School Climate Team and shared with staff, students and families. Used to monitor and adjust climate initiatives.

Accessed via the Panorama [dashboard](#).

Recent SSS data

2020-2021:

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

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



Appendix

School: Forest Park ES



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