

Woodside Intermediate School

Safe School Climate Plan



School Climate Team

- Works in close collaboration with the school safety team and is comprised of a wide representation of school stakeholders, including parent representation
- Works to continuously improve proactive measures to ensure a positive school climate
- Evaluates the non-confidential aspects of bullying investigations in order to prevent any future incidents
- Acts as a resource for teachers and/or other staff members in regards to bullying/school climate needs

Proactive Measures

- RULER is a systemic approach to Social-Emotional learning. RULER is a part of every classroom at Woodside and helps all members of the Woodside community to recognize their emotions and develop strategies to handle the different emotions in a variety of situations.
- Woodside Pride is a guiding principle for Woodside. Students are introduced to different themes centered around the ideas of respect, responsibility, and kindness. Time is spent as a school community teaching different attributes of a successful student. Students earn “Woodside Pride Tickets” for a chance to be recognized on the morning announcements. Whole school assemblies are held to strengthen the school community and to continue to celebrate Woodside Pride.
- Responsive Classroom and Restorative Practices are in place in the classrooms throughout the building. These concepts help to build a sense of community and allow students to take ownership of their own learning both academically and socially. Students work together to solve problems, gain a new perspective on a situation, and to build their own learning.
- Building staff provide supervision during instructional, non-instructional, hallway transition, and arrival/dismissal times.

Behavior Concerns

- Staff use a behavior referral system to notify administrators of behavior incidents throughout the building. The administrative team works closely with mental health staff and classroom teachers to resolve the issues. Potential resolutions may range from restorative conversations and reflections to disciplinary measures. Ongoing communication between staff members, administration, and families is an essential component to help improve student behavior.
- If a student demonstrates a pattern of behavior, the mental health team works together with the MTSS team to support the classroom teacher in developing a plan to help the individual student demonstrate success. Students may demonstrate the need for different levels of support. If this is the case, the team will meet to plan for different interventions.
- If a report of bullying is made, the team follows the steps outlined in the district bullying policy.