
Marysville Elementary Climate Plan

2025-2026 School Year

Mission

Marysville is fully committed to be a **learning** community dedicated to anti-racism and well-being for all.

Vision

To provide high quality, inclusive, differentiated learning that allows every student to show up fully actualized and to thrive.

Core Values

Safe
Kind
Inclusive
Lifelong
Learners

WHAT IS SCHOOL CLIMATE?

SCHOOL CLIMATE OVERVIEW

School Climate encompasses culturally relevant Positive Behavioral Interventions and Supports (PBIS), restorative practices and schoolwide transformative social-emotional learning opportunities for all students. Racial equity and social justice are woven into all aspects of school climate to ensure that all students experience 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. 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

At Marysville we have SKILLS.

Safe Kind Inclusive Lifelong Learners

Our Core Values were created with student, staff, caregiver & community input. These values are posted throughout the school in order to make them visible to students, staff and caregivers. The intention is to

share a consistent message about what we value as a school community and what this looks like in common areas and classrooms across the school.

Our core values are woven into our social emotional learning curriculum as well as regular teaching practices in every lesson and in every class period throughout the grade levels. Staff name the values consistently, strategically teach and review them throughout the school year and positively reinforce them when interacting with students.

Common Area Expectations

	Bathroom	Cafeteria	Hallway	Playground
<u>S</u> afe	Hands and body to self Use restroom appropriately	Walk when excused, stay seated, hands/bodies to yourself.	Walk safely, facing forward, hands to self.	Play safely, keep hands and feet to yourself.
<u>K</u> ind	One person, one stall, respect for all.	Be polite	Be quiet and respectful of others' learning.	Take turns, share equipment and use kind words.
<u>I</u> nclusive	Use the restroom that fits you - you belong Every -BODY is welcome here!	Include others and respect differences	Stay calm, stay kind, keep going.	Include others, invite new friends to play.
<u>L</u> ifelong <u>L</u> earners	Take care of your needs, and return to learning.	Listen to adult and follow directions. Leave your area clean and ready for the next person.	Respect learning spaces	Listen to adults, follow playground rules, learn from problems, and solve them peacefully



	Bus Area	Entry/Exit	Office/Nurse
<u>Safe</u>	Stay seated, face forward, hands to self	Safe, calm, walking body.	Hands, feet, voices calm.
<u>Kind</u>	Use kind words and quiet voices.	Greet others kindly and wait patiently	Speak kindly, use polite words.
<u>Inclusive</u>	Help others feel welcome on the bus	Respect personal space You are always welcome	Understanding others may need quiet or care.
<u>Lifelong</u> <u>Learners</u>	Listen to the driver, practice self control, make smart choices.	Be ready to start or end the day respectfully	Be honest about what you need, and advocate for yourself patiently and kindly.

TEACHING COMMON AREA EXPECTATIONS

All students are taught the common area expectations at the beginning of the year and are reviewed every month.

[Common Area Expectation Lesson Plan](#)

[Common Area Slideshow](#)

SCHOOLWIDE (TIER 1) CLIMATE PRACTICES/

Each Marysville 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:

- Universal design incorporated into Tier 1 practices
- Classroom Community Agreements co-created with students
- Common Area Expectation lessons taught at the start of the year and reviewed once a month
- S.K.I.L.Ls Tickets to acknowledge expected behavior
- School counselor classroom lessons
- Weekly Social Emotional Learning classroom lessons District scope and sequence or Grade Level Collection
- [Peace Corner](#) in each classroom
- Community Circles
- [Daily soft start](#)



- A warm greeting by name each morning

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

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.

Defining Behaviors

[Stages of Behaviors](#)



DISCIPLINE POLICIES

Marysville 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.

[Discipline Response Flowchart](#)

Purpose of All Student Behavior Responses:
De-escalate, Resolve, Restore, Re-teach, Return to Learning

MARYSVILLE PERSONAL ELECTRONIC DEVICE PLAN

All cell phones should be silenced or turned off and put away during class, in the hallways during passing periods, during recess, and at lunch.

When is it okay for a student to use their phone?

Students can make calls and check or send messages before/after school.

What happens if a student's family needs to call a student in an emergency?

Families are asked to contact our main office staff for emergencies during school hours: 503-916-6363.

What happens if a student chooses to use their cell phone during class/the school day?

Personal Electronic Device Violation

This occurs when a student does not have their Personal Electronic Device "off and away" as required by the policy. This includes cell phones, tablets, smart watches, and other items not listed.

Warning: The first time a student violates the personal electronic device policy, the response will include a re-teaching of the rule, a restorative conversation, and a plan for addressing similar situations in the future. Communication of expectations for "off and away."

Violation: If a student violates the personal electronic device policy, their personal electronic device is confiscated, and it must be logged using the Prohibited Item Google Form. Additionally, a conversation with the student, along with a restorative intervention such as Skill building recess, or a Think Sheet. It will be documented as a Stage 1 referral for Personal Electronic Device Violation.



Repeated Violation: When a student violates the personal electronic device policy, the personal electronic device will be confiscated and logged using the Prohibited Item Google Form, accompanied by Skill Building recess.

A parent/guardian conference will be held to develop a plan. This will be entered into Synergy as a Stage 2 referral for Personal Electronic Device Violation. *The consequence for PED cannot result in any missed instructional time (e.g., suspensions, class exclusion, etc.).

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.

[Marysville Effective Classroom Practices Plans](#)

[Guest Teacher Support System Example](#)

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 students S.K.I.L.L. tickets along with specific praise.

Description of our school-wide acknowledgement system:

[S.K.I.L.L. Tickets Plan](#)

Family/Caregiver Involvement & Feedback Opportunities

<p>AUGUST</p> <ul style="list-style-type: none">● Connect to Kinder● Community Care Day	<p>SEPTEMBER</p> <ul style="list-style-type: none">● Back to School Night● SUN Latino Caregiver Night● Climate Team Meetings● Site Council Meeting	<p>OCTOBER</p> <ul style="list-style-type: none">● SUN Latino Caregiver Night● Climate Team Meetings● Site Council Meeting
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NOVEMBER <ul style="list-style-type: none"> ● Dia de los Muertos Celebration ● Conferences ● SUN Latino Caregiver Night ● Community Meeting ● Climate Team Meetings ● Site Council Meeting 	DECEMBER <ul style="list-style-type: none"> ● Site Council Meeting ● Climate Team Meeting 	JANUARY <ul style="list-style-type: none"> ● SUN Latino Caregiver Night ● Climate Team Meetings ● Site Council Meeting
FEBRUARY <ul style="list-style-type: none"> ● Black Excellence Celebration ● Connect to Kinder ● SUN Latino Caregiver Night ● Community Meeting ● Site Council Meeting ● Climate Team Meetings ● Staffing Survey 	MARCH <ul style="list-style-type: none"> ● SUN Latino Caregiver Night ● Climate Team Meetings ● Site Council Meeting 	APRIL <ul style="list-style-type: none"> ● Connect to Kinder ● SUN Latino Caregiver Night ● Site Council Meeting ● Climate Team Meetings
MAY <ul style="list-style-type: none"> ● SUN Latino Caregiver Night ● Climate Team Meetings ● Site Council Meeting 	JUNE <ul style="list-style-type: none"> ● Site Council Meeting ● Climate Team Meetings 	




DATA THAT INFORMS OUR CLIMATE PLAN

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

- [Marysville CR-TFI Action Plan](#)
- [Neighborhood School Action Plan](#)
-  Marysville _2023-24 School Continuous Improvement Plan

Successful Schools Survey (SSS)

- Completed once a year in November by all students (grades 3-12), staff, and caregivers.
- Reviewed by the School Climate Team and shared with staff, students and caregivers. Used to monitor and adjust climate initiatives.

Recent SSS data

- {Insert or Link your school's 2024-25 scores/graphs summary}

