



2024-2025

School Climate Plan

Mission

Glencoe is an inclusive community that cares, collaborates, and perseveres.

Core Values

Inclusive
Caring
Collaborative
Persevering

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

Our School's Core Values are

1. **Inclusive:** We are welcoming
2. **Caring:** We are kind and respectful
3. **Collaborative:** We help and encourage others
4. **Persevere:** We keep working even when it's hard

Our Core Values were created with student, staff, family & community input. Posters are distributed throughout the building in order to make them visible to all. 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 Glencoe 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

Glencoe Elementary School Expectations	
ASSEMBLIES (Currently assemblies are not allowed)	
Include — Care — Collaborate — Persevere	
<ul style="list-style-type: none">• Use kind words and actions• Keep hands, feet and objects to yourself• Sit flat and face forward• Use Voice Level 1-2 (0 at quiet signal)	
BATHROOMS	
Include — Care — Collaborate — Persevere	
<ul style="list-style-type: none">• Go• Flush• Wash• Leave• Be private	
BUSES	



Include — Care — Collaborate — Persevere

- Stay seated at all times
- Keep Hands, Feet and Objects to yourself
- Use [Voice Level](#) 0 - 2
- Electronics, Food, and Toys stay in Backpacks
- Follow Bus Driver's Directions the First Time

CAFETERIA

Include — Care — Collaborate — Persevere

- Use kind words and actions
- Keep hands, feet and objects to yourself
- Use [Voice Level](#) 0-2 (0 at quiet signal)
- Use your time to eat
- Sit in your assigned spot and clean up when you are done eating

HALLWAYS

Include — Care — Collaborate — Persevere

- Use [Voice Level](#) 0-2
- Keep hands, feet, and objects to yourself.
- Keep eyes forward
- Walk where you are going and take no detours
- Stay 3 feet apart

PLAYCOURT: INDOOR RECESS

Include — Care — Collaborate — Persevere

- Activities stay in designated areas
- Use kind words and actions
- Pick up after yourself
- Keep hands, feet and objects to yourself
- Use [Voice Level](#) 0-2

PLAYGROUND

[\(See attached game rules for specific playground games\)](#)

Include — Care — Collaborate — Persevere

- Stay in the boundaries
- Use kind words and actions
- Share the playground
- Use the playground equipment appropriately
- When the bell rings, put the equipment away and line up quickly



CLASSROOM
Include — Care — Collaborate — Persevere
<ul style="list-style-type: none"> • We are welcoming • We are kind and respectful • We help and encourage others • We keep working even when it's hard

Expectation posters are used throughout the building and in classrooms for students to be able to visually see the expectations in a given space. Those posters can be found [here](#).

TEACHING COMMON AREA EXPECTATIONS

All students are taught the common area expectations at least three times a year after long breaks.

[Common Area Expectations Fall](#)
[Winter Recess Expectation Slidedeck](#)

SCHOOLWIDE (TIER 1) CLIMATE PRACTICES

Each Glencoe 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
- Classroom Community Agreements
- Community Circles
- Gull tickets 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

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)	INTERVENTION (exhaustive)
Safety Plan Supervision Plan Planning for Managing Escalating Behaviors (with FBA/BSP)	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

Low Level Behaviors	Minor: Stage 1 Classroom Managed Behaviors	Moderate/Severe: 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) <ul style="list-style-type: none"> No documentation for behavior Document parent contact 	PPS Stage 1 report used (Teacher must make contact with parent by phone, voice mail, email or in person.) <ul style="list-style-type: none"> Copy of Stage 1 report to office Student stays–takes form home No immediate involvement by admin 	Office referrals: Administrator will contact the parent. Teacher must make follow up contact by phone or in person with parent within 24-48 hours. <ul style="list-style-type: none"> Can include <i>*chronic</i> Stage 1 misbehaviors (paper goes/student stays/admin within 24 hours) Extreme/harmful/illegal (paper and student go/admin deals before student returns)
Language <ul style="list-style-type: none"> Language “slips” Inappropriate non swearing language Inappropriate language not understood by the user 	Swearing/Vulgarity (written/spoken) <ul style="list-style-type: none"> Use of swear word/s Use of hand gestures Sexual Talk 	Swearing/Vulgarity (written/spoken) <ul style="list-style-type: none"> Use of swear word/s directed at another person or repeated use. Repeated use of obscene hand gestures Repeated or explicit sexual talk
Vandalism/Theft/Misuse of Property	Vandalism/Theft/Misuse of Property	Vandalism/Theft/Misuse of Property



<ul style="list-style-type: none"> Careless accident as a result of misuse of property Climbing on bathroom stalls Inappropriate use of water dispenser 	<ul style="list-style-type: none"> Repeatedly teasingly taking others possessions Intentionally damaging property –can be easily fixed w/ little time or no cost 	<ul style="list-style-type: none"> Taking others possessions to keep Purposely damaging property – if fixable, timely or cost involved Repeatedly damaging property-- can be easily fixed w/little time or no cost
Annoyances <ul style="list-style-type: none"> Distracting/interrupting others while working Noise making Out of seat Inappropriate use of school materials Cutting in line 	Classroom Disruption <ul style="list-style-type: none"> Repeated Annoyances Repeatedly interrupting others while working 	Chronic/Serious Classroom Disruption <ul style="list-style-type: none"> Chronic/ongoing classroom disruptions Unsafe Behaviors
Reluctant Compliance <ul style="list-style-type: none"> Initially resisting or ignoring directions 	Ignoring Instructions <ul style="list-style-type: none"> Ignoring reasonable directions after repeated requests 	Defiance <ul style="list-style-type: none"> Refusing reasonable directions after repeated requests
Thoughtlessness <ul style="list-style-type: none"> Doesn't care if it hurts others feelings Isolated instance of disrespect 	Disrespect <ul style="list-style-type: none"> Repeatedly argumentative with peers and/or adults 	Blatant Disregard <ul style="list-style-type: none"> Verbally combative with peers and/or adults
Teasing <ul style="list-style-type: none"> Altering names Annoying on purpose: bugging Teasing that stings Put Downs 	Pre-harassment <ul style="list-style-type: none"> Threatening stares Mean-spirited teasing Repeated teasing or annoying on purpose 	Harassment <ul style="list-style-type: none"> Intentional, continuous or repeated taunting Threats/extortions Ethnic/racist, sexist, disability related, sexual orientation or religious based remarks
Hands/Feet/Objects to Self <ul style="list-style-type: none"> Poking or pushing Pinching, jostling, Retaliating as above 	Roughness <ul style="list-style-type: none"> Play wrestling, body holds, light kicking, shoving Pre-fighting, aggressive posturing – pushing 	Fighting/Aggression <ul style="list-style-type: none"> Severe and intentional physical harm Encouraging another to fight

Responding to Behaviors

	Low Level and STAGE 1* <i>Managed by Teacher in Classroom</i> <i>(Student remains in class)</i> <i>(*Bolded Bullets are required for Stage 1)</i>	STAGE 2 <i>Referral that may wait for Administrator</i> <i>(Student remains in class or is directed to a buddy room)</i>	STAGE 3 <i>Immediate Administrative Assistance</i> <i>(Student is removed from classroom)</i>
Consequences	<ul style="list-style-type: none"> Restorative conversation Apology letter (to repair harm) Teacher contacts the parent/ guardian and documents it 	<ul style="list-style-type: none"> Supervised/structured recess School community service (ex: behind the scenes lunch job, help custodian) Miss a schoolwide activity (ex: dance, field trip) Teacher contacts the parent/guardian and documents it 	<ul style="list-style-type: none"> Determined by Administrator according to Student Rights and Responsibilities Handbook



<p>Interventions</p>	<p>Teacher uses 3 Classroom Interventions in the following list:</p> <ul style="list-style-type: none"> ● Community Circle ● Reteach rule ● Change seating ● Gentle reprimand ● Keep in proximity ● Pre-correction ● Private redirection ● Restitution ● Time out (out of class- less than 15 minutes) in buddy classroom ● Time out (in class) ● Use buddy classroom to finish up work ● Sensitive use of humor ● Family input & collaboration ● Praise for taking responsibility ● Identify replacement behavior ● Redirect student ● Modify/differentiate work ● Positive practice ● Social stories ● Visual reminder ● Think sheet 	<ul style="list-style-type: none"> ● Student Intervention Team ● Stage 1 interventions ● Behavior contract ● Identify “safe place” to cool off ● Check-in/check-out groups ● Meaningful work ● Quick Behavioral Assessment ● Social stories ● Interest Inventory ● Parent conference (in person or on the phone) with administrator ● RTI continuum and/or targeted small groups ● Daily Progress Report ● Restorative Dialogue 	<ul style="list-style-type: none"> ● Student Intervention Team ● Check-in/check-out with individuals ● Mentor at school ● Safety plan ● Motivating Success Through Partnerships program (MSP)
<p>Teacher Responsibilities</p>	<ol style="list-style-type: none"> 1. Teacher implements appropriate interventions 2. Teacher completes Stage 1 Behavior Report 3. Teacher contacts parent/guardian 4. Teacher sends a copy of the Stage 1 report home (parent signature is optional) <p><u>Common Area Stage 1 Report</u> Staff complete Stage 1 Behavior Report and forward to classroom teacher, who communicates to parent/guardian</p> <p><u>Stage 1 Report during “Specials”</u></p>	<ol style="list-style-type: none"> 1. Teacher implements appropriate interventions 2. Teacher completes Stage 2 Behavior Report 3. Teacher submits Stage 2 Behavior Report to Administrator (with copies of applicable Stage 1 Behavior Reports) 4. Teacher contacts parent/guardian 5. Check in Synergy to find out follow up information <p><u>Common Area Stage 2 Report</u> Staff complete Stage 2 Behavior Report and forward to classroom teacher, who</p>	<ol style="list-style-type: none"> 1. Teacher implements appropriate interventions 2. Teacher completes Stage 3 Behavior Report 3. Teacher calls office and asks for Administrative assistance 4. Teacher calls parent/guardian to inform of the situation. <p><u>Common Area Stage 2 Report</u> Staff complete Stage 3 Behavior Report and forward to classroom teacher, who communicates to parent/guardian</p>



	Specialist completes Stage 1 Behavior Report and communicates with classroom teacher to determine who should communicate with the parent/guardian	communicates to parent/guardian <u>Stage 2 Report during "Specials"</u> Specialist completes Stage 2 Behavior Report and communicates with classroom teacher to determine who should communicate with the parent/guardian	<u>Stage 3 Report during "Specials"</u> Specialist completes Stage 3 Behavior Report and communicates with classroom teacher to determine who should communicate with the parent/guardian
Administrative Responsibilities	No administrative involvement necessary	<ol style="list-style-type: none"> 1. Administrator consults reporter/teacher about Stage 2 Behavior Report 2. Administrator resolves incident within 2 days 3. Administrator contacts parent/guardian 4. Administrator returns Stage 2 Behavior Report to teacher or sends an e-mail stating report is in Synergy 	<ol style="list-style-type: none"> 1. Administrator or designee picks up student and Stage 3 Behavior Report from classroom 2. Student does not return to class until conference with Administrator 3. Administrator consults reporter/teacher about Stage 3 Behavior Report the same day or next 4. Administrator returns Stage 3 Behavior Report to reporter/teacher 5. Administrator reviews possible student support through RTI Continuum 6. Administrator contacts the Parent/Guardian

DISCIPLINE POLICIES

Glencoe 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.

The Glencoe school discipline flowchart (also referred to as Glencoe's Behavior Level Flowchart) can be found [here](#).

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.

[Glencoe's Guest Teacher Support System](#):

Guest teachers play a vital role in maintaining a positive school climate in our school community. Their dedication along with our support as a school community enables guest teachers to provide safe and engaging classrooms where students continue to learn and grow in the absence of their permanent teacher. The following documents are part of our Guest Teacher Support System:

- [Guest Teacher Welcome Letter](#)
- [Guest Teacher Handy Reference Guide](#) (to be completed by each Glencoe teacher)
- Student Expectations for hosting a Guest Teacher

Staff can access the district templates/resources of the Effective Classroom Practices Plan & Guest Teacher Support System Resources [here](#).

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 Super Gull Tickets.

SUPER GULL TICKETS

To encourage a positive school climate and recognize students for their efforts, staff will monitor and reward students acting in a manner that aligns with our value statement. Staff can give students or each other a SUPER GULL TICKET to be deposited into Glencoe's Super Gull Gallery. The gallery is a Plexiglass box labeled with benchmarks that indicate school-wide rewards earned for each level achieved.

Staff members are strongly encouraged to award students tickets for inclusive, caring, collaborative and persevering acts. The Super Gull Gallery will be kept in the main hallway to hold the tickets. Growth toward our goals will be announced and encouraged at our Wednesday Morning Meetings. Meeting of a school wide Super Gull benchmark will be announced over the VOIP system.

Glencoe Super Gull Awards



To encourage a positive school climate and recognize students for their efforts, staff will monitor and reward students consistently demonstrating the word of the month (the words are in our value statement). Students are nominated twice a month. The students' names are read over the school intercom system and called to the office to receive a certificate and Glencoe Gull Bracelet. Available staff greet them in the office as they enter.

Acknowledgement Matrix

Type	What	When/Where	Who Gives Them?
Immediate/ High frequency	Kids: Verbal Praise, High Fives, Super Gull Tickets and classroom rewards systems (compliment jars, bucket fillers etc)	Classroom & Common areas	All Staff
	Adults: Verbal praise, Super Gull Tickets, positive notes and shout outs	Staff Meetings, Common Areas & Staff Bulletin	All Staff and Families
Redemption of immediate/ High Frequency	Kids: Drop in Super Gull Gallery Adults: Drop in Super Gull Gallery	Anywhere on school campus	All Staff
Long term School Wide Celebrations	Kids: VOIPing monthly Super Gulls (teacher nominated) as well as having celebrations once reaching a collaborative goal of super gull tickets (caught being good). Adults: Send students to the office to be celebrated.	Kids: Monthly over VOIP System for Super Gull awards and there will be different types of rewards (music at lunch, flop and read, etc.) Adults: Supervise students while doing activity.	Counselor VOIPs Super Gulls, different staff and classroom teachers will help carry out the celebrations

Family Involvement & Feedback

AUGUST	SEPTEMBER	OCTOBER
<ul style="list-style-type: none"> ● Connect to Kinder ● Community Care Day 	<ul style="list-style-type: none"> ● Back to School Night ● Climate Team Meetings 	<ul style="list-style-type: none"> ● Climate Team Meetings ● Site Council Meeting
NOVEMBER	DECEMBER	JANUARY
<ul style="list-style-type: none"> ● Family Conferences ● Climate Team Meetings 	<ul style="list-style-type: none"> ● Site Council Meeting ● Climate Team Meeting 	<ul style="list-style-type: none"> ● PTA Events ● Climate Team Meetings
FEBRUARY	MARCH	APRIL
<ul style="list-style-type: none"> ● Black Excellence Celebration ● Connect to Kinder ● Site Council Meeting ● Climate Team Meetings 	<ul style="list-style-type: none"> ● Climate Team Meetings 	<ul style="list-style-type: none"> ● Site Council Meeting ● Climate Team Meetings



● Staffing Survey		
MAY ● Climate Team Meetings	JUNE ● Climate Team Meetings	

Glencoe New Student/Family Plan

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

- Glencoe’s TFI Action Plan can be found [here](#).
- [SCIP 2023-2024](#)

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

- Expected to be available by Fall 2024.

