Rigler Elementary School Climate Handbook

Rigler Core Values:
Rigler Agreements:
Be Kind/Se Amable.
Be Mindful/Se Consciente.
Be Engaged/Se Participante.
Be Safe/Se Seguro.

2022-2023

Nuestra Misión: La familia de aprendizaje de Rigler asume la responsabilidad de involucrar a todos los estudiantes de nuestra escuela, en particular a nuestros estudiantes negros, nativos americanos y latinx, a través de una instrucción rigurosa que utiliza contenido de nivel de grado dentro de un entorno de aprendizaje saludable, positivo e inclusivo. Colaboramos y reflexionamos sobre los datos para abordar las necesidades de aprendizaje de los estudiantes, tanto con nuestro personal como con los miembros de la comunidad. Los estudiantes desarrollan altos niveles de competencia tanto en español como en inglés, como lo demuestran múltiples puntos de datos. Los estudiantes aprenden y practican los acuerdos de nuestra escuela. Reflejamos las culturas únicas de nuestros estudiantes, cultivando un sentido de pertenencia, en nuestro plan de estudios y prácticas.

Our Mission: The Rigler Learning Family takes responsibility to engage all students in our school, in particular our Black, Native American and Latinx students, through rigorous instruction using grade level content within a healthy, positive, and inclusive learning environment. We collaborate and reflect on data to address student learning needs, both with our staff and community members. Students develop high levels of proficiency in both Spanish and English as demonstrated by multiple points of data. Students learn and practice our school agreements. We reflect our students' unique cultures, fostering a sense of belonging, in our curriculum and practices.

Purpose: The climate plan guides school staff to collaboratively create a positive work environment and school culture, as well as cultivate a sense of belonging for all.

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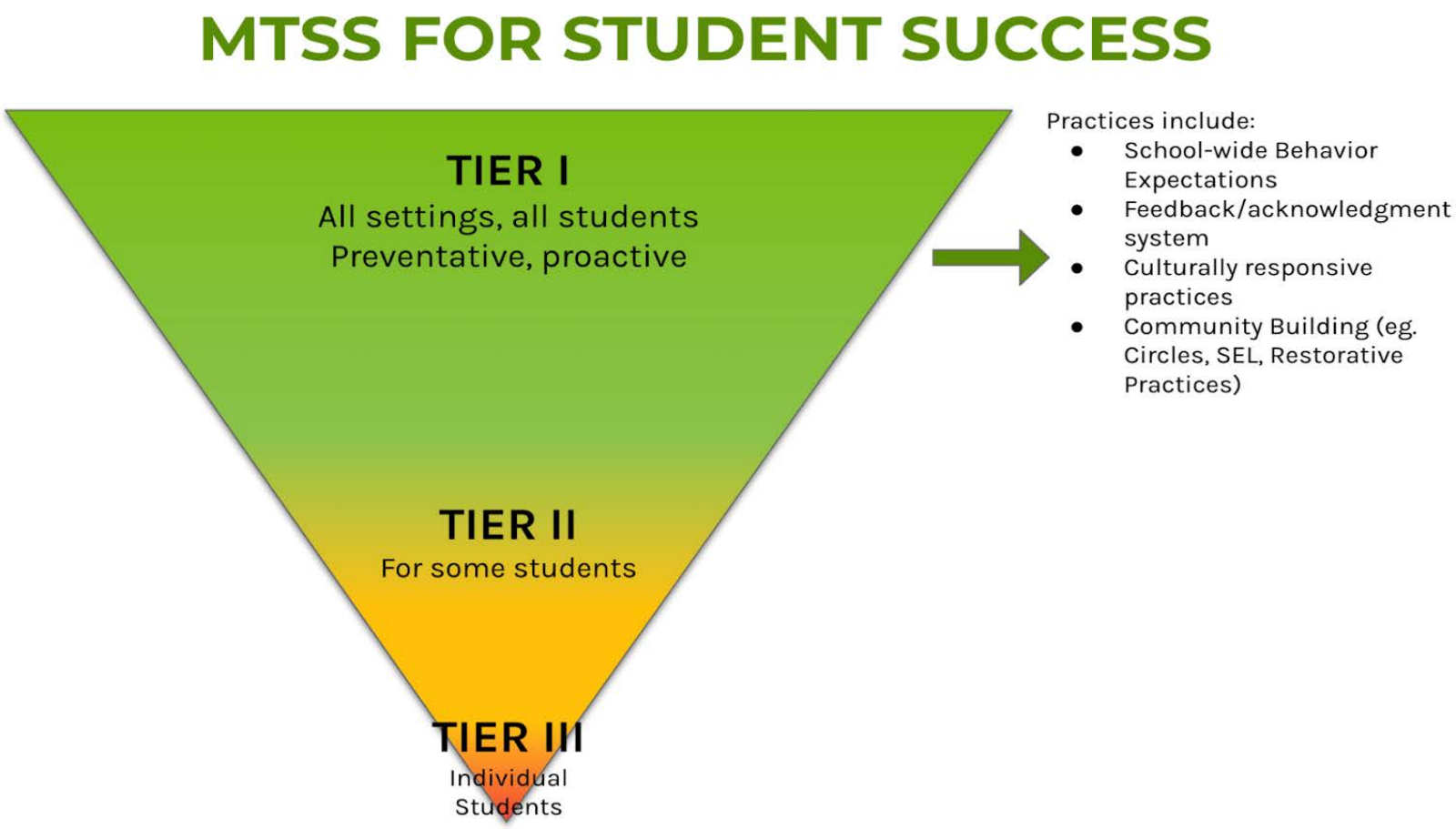
What Is School Climate?

Multi-Tiered Systems of Support

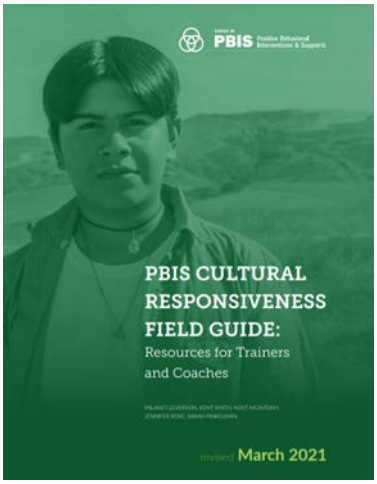
School Climate is the most integral component of a Multi-Tiered System of Support (MTSS) framework. MTSS is focused on prevention and problem solving for all students using decision making based on data. MTSS uses evidence-based instruction, intervention and assessment practices to ensure that every student receives the appropriate level of support based on their level of need. Attention is focused on creating and sustaining Tier I support (universal), Tier II intervention (targeted group), and Tier III intervention (individual) systems to help eliminate barriers to learning and enable every student to successfully reach their full potential.

School Climate Overview

School Climate encompasses culturally relevant, restorative practices with a racial equity and social justice lens, as well as school wide social emotional learning opportunities for all students in their classrooms.



Culturally Responsive Positive Behavior Interventions & Supports (CR-PBIS)



Our definition of cultural responsiveness within SWPBIS includes the following core components:

1. Identity
2. Voice
3. Supportive Environment
4. Situational Appropriateness
5. Data for Equity

CR-PBIS (Culturally-Responsive Positive Behavioral Interventions & Supports) uses implementation science to help students to develop positive behaviors. At the most basic level, CR-PBIS can be described as a three-pronged approach:

1. Explicitly teach co-constructed expectations of the school and classroom community,
2. Actively acknowledge kids when they are following the expectations,
3. Instructionally redirect behavior using restorative practices.

Research shows that when school staff acknowledge positive behaviors at least three times more often than redirecting behavioral mistakes, positive behavior increases significantly.

The school climate team uses disaggregated data to make decisions and to develop the systems and practices of a school. The unique racial, cultural and linguistic makeup of the school is explicitly addressed at every decision point.

The school climate team brings together all stakeholders to:

- Develop and promote school values
- Develop common area expectations for all parts of the building
- Design lesson plans and schedules to teach common area expectations throughout the year.
- Create and maintain systems to acknowledge students who are following expectations. This may be acknowledgement tickets, assemblies, or awards for individuals, classes, grade levels, etc.
- Develop school wide policies that are proactive, preventative and restorative.
- Build corrective discipline systems (i.e. a flowchart) and calibrate clear definitions of student behaviors.

How do we make certain that PBIS is culturally responsive?

- We use the Panorama Successful Schools survey data to systematically assess and review student and family voices and adjust our practices to reflect the needs of our community.

Restorative Practices

Restorative Justice is a philosophy grounded in the belief that positive, healthy relationships help us thrive. When we do things that impact others and create harm to those relationships, it is our individual and collective responsibility to make things right.

Restorative Practices are the skills and processes that help us build, maintain, and repair relationships to form healthy, supportive & inclusive communities. Restorative Practices are best utilized when intentional time is devoted to community building.

Community Building Circles that allow classroom communities to develop relationships by asking a series of low impact questions to get to know one another. Circles should be done as often as possible to insure relational trust is developed over time. At Rigler we prioritize starting each day with a Community Circle.

Restorative Inquiry is an essential restorative practice. A series of guiding questions are asked to understand all parties involved in a conflict, disagreement and/or any level of harm. The questions get to the root of a conflict and help solve the conflict by giving voice to the person who was harmed.

- What happened?
- Who was affected/impacted?
- What can be done to make things better?
- What will keep things better?
- How can others support you?

Racial Equity & Social Justice (RESJ)

The Board of Education for Portland Public Schools is committed to the success of every student in each of our schools. The mission of Portland Public Schools is that by the end of elementary, middle, and high school, every student by name will meet or exceed academic standards and will be fully prepared to make productive life decisions. We believe that every student has the potential to achieve, and it is the responsibility of our school district to give each student the opportunity and support to meet his or her highest potential.

Rigler prioritizes racial equity work aligned to the vision set forth in the PPS Graduate Portrait that is committed to Culturally-Responsive Positive Behavioral Interventions & Supports, Multi-Tiered Systems of Support, Restorative Practices, Equity, and Social Emotional Learning.

We as a community must foster and promote a collective vision for public education so that every student -- regardless of race, gender, socioeconomic situation, special need or ability -- has access and opportunity to kindle his or her unique spark, and to build the knowledge and skills to achieve their goals.

We owe our students this.

-- Guadalupe Guerrero, Superintendent, Portland Public Schools

Social Emotional Learning

Social and Emotional Learning (SEL) is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions, and achieve personal and collective goals,

feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions. (CASEL)

In PPS, we embrace Transformative SEL—which is a form of SEL implementation that concentrates SEL practice on transforming inequitable settings and systems, and promoting justice-oriented civic engagement.

"Transformative SEL" is a process whereby young people and adults build strong, respectful, and lasting, relationships that facilitate co-learning to critically examine root causes of inequity, and to develop collaborative solutions that lead to personal, community, and societal well-being. This form of SEL is aimed at redistributing power to promote social justice through increased engagement in school and civic life. It emphasizes the development of identity, agency, belonging, curiosity, and collaborative problem solving within the CASEL framework. (CASEL)

CASEL's 3 Signature Practices intentionally and explicitly help build a habit of practices through which students enhance their SEL skills: self-awareness, social awareness, self-management, relationship skills, and responsible decision-making. They provide a framework for supporting teachers in fostering a supportive environment and promoting SEL. The 3 Signature Practices can be put into practice without extensive professional learning. They can be incorporated into any K-12 lesson, community meeting, or staff meeting through carefully choosing, effectively facilitating and thoughtfully debriefing a: Warm Welcome, Engaging Activity & Optimistic Closure.

To support current and future social and emotional needs, trauma-informed science reminds us of the need to:

- Elevate student's **cultural assets, voice, and agency**
- **Strengthen relationships**, community, and sense of belonging
- **Affirm student identities** and lived experiences
- Incorporate social and emotional skill building into **academic learning**
- Establish consistent and **predictable routines**
- **Build trusting relationships** with students and families through clear and transparent communication

The School Climate Team (Tier I)

School Climate Team Information (1.1/1.2)

Team Member	Name	Primary Meeting Role (Facilitator, Data Analyst, Minute Taker)	Backup Meeting Role (Facilitator, Data Analyst, Minute Taker)
Climate/ILT Representative **Administrator**	Chris Silvas		
Coaching Expertise **Administrator**	Cinnamon Bancroft		
Family Member	*Moreno-Lothe Family*		
Behavioral Expertise	Lizzie O'Leary		
Knowledge of Academic/ Behavioral Patterns	Alla Shore/Lilly Beltz		
Knowledge of School Operations/Programs	Ashley Hardy		

Climate Team Meeting Schedule

Month	Date/Time	Room	Topic/Assessment
August	August 18th 8:30 - 4:00		-Transformative SEL Professional Learning
August	August 22nd 8:30 - 3:30	Art Room	-Review Tiered Fidelity Inventory (TFI) Assessment & Action Plan - Climate Plan Review -Pre-Service Professional Learning -School Common Area Expectations Review
September	September 12th 3:30 - 4:30		-Review Tiered Fidelity Inventory (TFI) Assessment & Action Plan -Review 21-22 Discipline Data
October	October 3rd 3:30 - 4:30		Monthly Discipline Data Review
November	November 28th 3:30 - 4:30		Monthly Discipline Data Review
January	January 30th 3:30 - 4:30		Tiered Fidelity Inventory (TFI) Assessment & Action Plan current state assessment
February	February 27th 3:30 - 4:30		Monthly Discipline Data Review
March	March 13th 3:30 - 4:30		Monthly Discipline Data Review
April	April 17th		Monthly Discipline Data Review

	3:30 - 4:30		
May	May 15th 3:30 - 4:30		Tiered Fidelity Inventory (TFI) Assessment, Action Plan & Review/Update Climate Handbook
June	June 12th 3:30 - 4:30		Planning for rollout next year

Meeting Agenda:

- Climate Team meeting minutes will be available for the community to review
- Monthly Discipline Data
- CR-PBIS School-wide Systems (assessing the effectiveness of our Equity Practices on school climate)
- Integration of Restorative Practices

Agenda scheduled for each of our school climate meetings will be driven by prioritized features of our Culturally Responsive Tiered Fidelity (CR-TFI) Action Plan.

Tier I Implementation

Programmatic Supports for all Students

Schoolwide Values and Common Area Expectations (1.3)

Rigler School Values and Agreements are:

1. Be kind / Ser amable.
2. Be mindful/ Ser consciente.
3. Be engaged/ Ser participante.
4. Be safe/ Ser seguro.

Posters (with student, staff, family & community-produced agreements) have been made and 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 Rigler Elementary ensure that our school values are inclusive and affirming.

These school values are important for the Rigler school community, because these are the qualities that help students be successful in life. Our students need to understand and exercise the core values on a regular basis to master the skills to be successful and prepared to be college and career ready.

These values are woven into our regular teaching practices in every lesson and in every class period throughout the grade levels, naming them with consistency and strategically teaching and reviewing them throughout the school year.

Common Area : Comprehensive Common Area Expectations

Lesson Plans/policies and schedule or teaching common area expectations in Appendix.

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 (including

providing a clear rationale for having a different expectation at school and opportunities for practice and feedback until students demonstrate the skill fluently). -PBIS CR Field Guide, p.16

Date
August 24- September 30, 2022: Teams ensure that school staff understand that all students need explicit teaching about co-constructed expected behavior at school.*
January 3-January 7, 2023: Teams ensure that school staff understand that all students need explicit teaching about co-constructed expected behavior at school.*
March 28-April 1, 2023: Teams ensure that school staff understand that all students need explicit teaching about co-constructed expected behavior at school.*
*** Plus additional review as indicated by Rigler Elementary School discipline data 2022-2023**

Active Supervision

Active supervision is the alert, proactive ability of the staff member to circulate within a group of students while interacting in a positive and constructive way. This includes acknowledging positive behaviors and actions, scanning for potential growth areas, modeling and supporting regulation strategies, and using restorative practices to reduce and repair harm.

What does ACTIVE SUPERVISION **LOOK** like?	What does ACTIVE SUPERVISION **SOUND** like?
• Circulating unpredictably • Visually scanning the area • Give PAWS • Redirecting consistently (every observed misbehavior receives a response & responses to similar misbehaviors are the same from student to student, day to day) • Smiling • Making eye contact with students • Responding non-emotionally to misbehavior • Using respectful body language/non-confrontational stance • Proximity: Gently moving toward the misbehavior in a relaxed way	• Interacting positively with students • Giving 3 acknowledgements to 1 correction • Correcting calmly and respectfully • Aligning acknowledgements and corrections closely to the school values and expectations • Providing comments that acknowledge students' efforts to be successful • Giving accurate feedback that is specific and descriptive • Using a voice level 1 or 2 • Giving reasonably private corrections that address the problem Using respectful words & tone of voice • Speaking in clear & simple language, not framing the direction as a question

Active supervision is NOT:

- Chatting with other support staff.
- Playing games with students for extended time (this takes away from the ability to focus on student safety during recess).
- Engaging with a personal phone, with the exception of calling the main office in the event of an emergency

Active Supervision during Recess

- Staff supervising students during recess continuously walk around their supervisory area, help students solve conflict using restorative practices, encourage students to engage in different games and ensure all students are playing safely.
    - The recess cart will have a walkie talkie that duty staff may access to communicate with the building in case of emergency.
    - Teachers on recess duty hand out PAWs to students who are following our 4 school-wide agreements. A reasonable goal would be to hand out 10 PAWs at each recess.
    - Each teacher at recess will have a belt bag with resources and materials such as: FYI pads, PAWs, bandaids, extra hall passes, pen, etc.

Indoor Recess

Administrators will confer and determine if there is a need to alter our recess routine because of rain. This decision will be made based on conditions (heavy rain, ice, and/or temperatures below 40 degrees) prior to lunch service, at approximately 10:30 a.m.
Note: conditions can change during lunch/recess period and plans may change accordingly.
If there is to be an indoor recess:

- a VOIP announcement will be made in advance of recess informing the community that it is a rainy day recess.
- students will return to their classes for a recess period; duty staff will supervise recess within classrooms

Proactive and Inclusive Practices

Examples of ways we cultivate our learning community include:

- Standing at classroom doorways or designated areas, greeting students by their preferred names as they enter spaces, to promote a positive initial interaction
- Creating community agreements with input from students that are posted and referred to regularly
- Explicitly teaching and clarifying school/classroom/activity expected student behaviors
- Developing classroom routines and rituals and sticking with them consistently to provide an experience that is less random and more predictable
- Facilitating restorative/community building circles and activities each day so students feel connected to the learning environment and each other
- Providing opportunities for students to listen to each other
- Acknowledging and reinforcing on-task behaviors through positive interactions and Panther PAWs
- Avoiding power struggles (keep voice at neutral, restate expectations positively, maintain high expectations, provide choices instead of ultimatums when appropriate, redirect problematic behaviors privately, and provide students with the time and space to redirect themselves)
- Welcoming students back when they return from a needed break outside the classroom
- Connecting and checking in about students' lives outside of school
- Finding ways to make curriculum relevant to students' lives (through their culture, language, interests, etc.)
- Looking for opportunities where students can contribute and make choices in the curriculum
- Providing leadership opportunities for students

Defining Stage 1 and Stage 2/3 Behaviors (1.5)

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

RIGLER LEVELED BEHAVIOR CLASSIFICATIONS AND DEFINITIONS: GUIDELINES

Low Level Behaviors	Stage 1 Behaviors	Stage 2 Behaviors	Stage 3 Behaviors
Student remains in class. **RESPONSIBILITIES** *Teacher* ● On-the-spot response using simple redirections, support strategies and reteaching ● Repeated behaviors: check-in with family *Support Team* ● No Response	Student remains in class. **RESPONSIBILITIES** *Teacher* ● Implement Interventions ● Input Stage 1 Report into Synergy ● Contact parents ● Optional: consult with PLC &/or SIT *Support Team* ● SIT will track for possible future response	Student remains in class (Support can push in). **RESPONSIBILITIES** *Teacher* ● Implement Interventions ● Input Stage 2/3 Referral in Synergy ● Contact parents ● Inform admin w/in 24 hours *Support Team* ● SIT will track for possible future response	Student to be removed from class. **RESPONSIBILITIES** *Teacher* ● Call for support *Support Team* ● Respond to call ● Investigate ● Determine consequence ● Contact parents ● Communicate w/ staff w/in 24 hours
LANGUAGE ● Language "slips" ● Inappropriate non swearing language ● Student repeats language but doesn't understand its meaning	**SWEARING/VULGARITY** (written/spoken/actions) *Stage 1: Mild Cursing* ● Use of "lesser" swear words directed at others ● Use of "greater' swear words, not directed at others ● Use of obscene/offensive gestures ● Minor suggestive/sexual talk	**SWEARING/VULGARITY** (written/spoken/actions) *Stage 2: Indecent Gesture/Exposure Abusive/Profane Language Display of Patently Offensive Material* ● Use of "greater" swear words directed at others ● Repeated obscene/offensive gestures or sexual talk	**SWEARING/VULGARITY** (written/spoken/actions) *Indecent Gesture/Exposure* ● Exposing oneself ● Explicit sexual talk Admin Response
VANDALISM/THEFT/MISUSE OF PROPERTY ● Careless accident ● Climbing on bathroom stalls, throwing paper towels ● Teasingly taking others possessions ● Off task computer use	**VANDALISM/THEFT/MISUSE OF PROPERTY** *Stage 1: Damaging Property/ Taking Property* ● Thoughtlessly damaging property -easily fixed w/little time/ no cost ● Taking other's possessions without intent to be hurtful to anyone else ● Repeated off task computer use	**VANDALISM/THEFT/MISUSE OF PROPERTY** *Stage 2: Technology, Use Violation, Theft, Property Damage* ● Inappropriate internet searches ● Technology policy violations	**VANDALISM/THEFT/MISUSE OF PROPERTY** *Theft - Minor or Major* *Property Damage-Minor or Major* ● Taking others possessions to keep ● Purposefully damaging property - may be timely or costly to fix
CLASSROOM ATTENTIVENESS ● Lack of focus ● Noise making and/or talking ● Out of seat ● Cutting in line ● Frequent requests for bathroom or support (nurse, counselor) when likely not needed ● Leaving class with a pass, but taking much longer than needed. ● Running in the classroom/hallway	**CLASSROOM DISRUPTION** *Stage 1: Excessive Talking Bothering/Pestering Mild Defiance Not Following Directions* ● Repeatedly off task ● Calling out that interrupts learning ● Interrupting others while working ● Argumentative to peers and adults	**CLASSROOM DISRUPTION** *Stage 2: Disruptive Conduct* ● Repeatedly calling out, interrupting learning ● Frequently moving about the room, initiating interactions with others during class time	**SERIOUS CLASSROOM DISRUPTION** *Stage 3: Disruptive Conduct* ● Disruptions such that area or room needs to be cleared ● Unsafe Behaviors (climbing on furniture, throwing chairs, etc) Admin Response
RELUCTANT COMPLIANCE ● Initially resisting or ignoring directions ● Not responding in a timely matter, in alignment with class routines/environment	**IGNORING INSTRUCTIONS** *Stage 1: Mild Defiance Not Following Directions* ● Repeatedly and intentionally ignoring reasonable requests ● Refusal to work	**DEFIANCE** *Stage 2: Insubordination/Defiance/ Disobedience/Leaving w/out Permission* ● Significant back talk ● Disrespectful, aggressive body and/or verbal language ● Repeatedly leaving w/ a pass and taking much longer than needed ● Leaving without permission	**DEFIANCE** *Stage 3: Insubordination/Defiance/ Disobedience/Elopement* ● Posturing/aggressive body language towards teacher without standing down ● Repeatedly leaving without permission Admin Response

TEASING • Altering names • Annoying on purpose: bugging • Doesn't care if it hurts others feelings	**PRE-HARASSMENT** *Stage 1: Teasing/Put-downs Bothering/Pestering* • "Put Downs" or "roasts" • Threatening stares • Mean-spirited teasing • Personal verbal attacks	**HARASSMENT** *Stage 2: Harassment/Bullying Abusive/Profane Language* • Repeated use of "put downs," "roasts," or personal attacks • Threats/extortions, encouraging others to fight • Ethnic/racist, sexist, disability related, sexual orientation or religious based remarks	**HARASSMENT** *Stage 3:Harassment/ Bullying Abusive/Profane Language* • Continual verbal abuse in action, wrongdoer ignoring redirection • Ethnic/racist, sexist, disability related, sexual orientation or religious based remarks at others • Sexual Harrasssment - sexually explicit/suggestive writing, drawing, actions. Admin Response
HANDS/FEET/OBJECTS TO SELF • Poking or pushing • Pinching, jostling • Throwing class materials • Retaliating as above	**ROUGHNESS** *Stage 1: Play Fighting Pushing/Shoving* • Play wrestling, body holds, light kicking, light hitting, shoving • Throwing class materials with the intent to hit others • Encouraging another to fight/instigation	**FIGHTING/AGGRESSION/WEAPONS** *Stage 2: Physical Contact - Inappropriate, Physical Contact/Harm* • Pre-fighting, aggressive posturing • Hard and/or repeated pushing • Physical contact with the intent to alleviate a situation rather than harm • Spitting on someone	**FIGHTING/AGGRESSION/WEAPONS** *Threat Causing Fear of Harm Intimidation Physical Attack/Harm* *Possession of Prohibited Item/Weapon* • Hitting/kicking/punching/ pushing with the intent to harm • Throwing things w/ intent to harm • Any type of weapon, including simulated Admin Response

Repeated Behaviors that happen approximately 3+ times may be considered "repeated," raising them to a higher level of referral over time. Some repeated behaviors, however, will always remain at the same level if they are neither harmful or unsafe.

Referrals as documentation: When a student demonstrates behavior that falls within Stage 1, 2 or 3 as outlined above, it is important to document the behavior in the form of a referral; this helps identify trends so that interventions can be appropriately responsive. A referral is not an intervention, nor is it a punishment; it is simply documentation. When writing a referral, teachers must inform parents so they are aware of the incident, and also aware of the documentation.

Typically, the person who knows the most about an incident is the person who phones home. For example, if a student was harmful in PE, necessitating a referral and informing parents, the PE teacher would typically be the person phoning home.

When a student engages in harmful behavior during specials or recess/lunch, it is very important that an FYI form be given to the teacher immediately upon the class teacher's return. This gives real-time information to the class teacher, and also lets him/her know that parents will be contacted. At that time, it may be decided that the class teacher will be the person to make the call. This is a decision that can be made collaboratively.

In the case where parents neither speak nor read English or Spanish, it is important the referral be translated and shared with the parents as soon as possible.

Discipline Policies (1.6)Responses to Leveled Behaviors

Rigler School Behavior Support Flowchart

Problem Behavior

Is the behavior a low level, Stage 1 staff-supported or Stage 2/3 team-supported?

Low level, Stage 1 Staff-Supported Behaviors

Low level behaviors
To improve behavior, implement three restorative support strategies. ♡

Student remains in class

Responsibilities
Teacher
- Implement restorative support strategies ♡
Administration
- No response

Minor/Stage 1 behaviors
To improve behavior, implement three restorative support strategies.♡

Student remains in class

Responsibilities
Teacher (required)
- Implement restorative support strategies
- Complete Stage 1 in Synergy
- Contact family
Teacher (optional)
- Consult w/Student Support Team
Administration
- No immediate response
- SIT will track for possible future response

Think in 3's
3 low levels may = one stage 1
3 stage 1's may = one stage 2
Fresh start every 3 weeks

Defining & Classifying Behaviors
(See chart for full description)

Low Level Behaviors	Minor/Stage 1 Classroom Managed Behaviors	Major/Stage 2/3 Team Managed Behaviors
Language slips	Swearing/Vulgarity	Swearing/Vulgarity
Low level Property Behaviors	Vandalism/Theft/ Misuse of Property	Vandalism/Theft/Mis use of Property
Annoyances	Classroom Disruption	Chronic/Serious Classroom Disruption
Reluctant Compliance	Ignoring Instructions	Defiance
Teasing	Pre-harassment	Harassment
Not Keeping Hands/Feet/ Objects to Self	Roughness	Fighting/Aggression
Punctuality	Attendance/ Punctuality	Cutting/Elopement

Stage 2/3, Team-Supported Behaviors

Major/Stage 2/3 Behaviors
If situation is physically safe:
Classroom intervention or SIT recommended intervention

If situation is physically unsafe call admin immediately

Student remains in class if safe

Responsibilities
Teacher (required)
- Call admin if unsafe/highly disruptive
- Implement interventions
- Complete Stage 2/3 in Synergy
Administration
- Remove student if behavior is unsafe/highly disruptive
- Investigate incident
- Determine consequence
- Contact family
- Communicate w/staff within 24 hrs

Always use proactive, culturally responsive and restorative approaches to prevent misbehaviors:
- **S**tructure for success
- **T**each expectations explicitly
- **O**bserve student behavior: circulate & scan
- **I**nteract positively 3:1, use classroom circles
- **C**orrect fluently

RIGLER RESPONSES TO LEVELED BEHAVIORS: GUIDELINES

Low Level

Student remains in class.

RESPONSIBILITIES

Teacher

- On the spot response
- Repeated behaviors: check-in with parents
- Repeated behaviors: review cum file, previous referrals
- *Support Team*
- No Response

POSSIBLE INTERVENTIONS

- Recognizing students who are exhibiting positive behavior
- Review Expectation/Rule (using anchor chart) "In the hallways, we walk in a straight line…"
- Simple redirection
- Redirect with replacement behavior: *"Right now, I need you to ___ because ___."*
- Pre-correct/Pre-teach
- Change Seating
- Gentle Reprimand
- Identify/Practice Replacement Behavior
- Proximity
- I-Messages
- Provide Choices
- Community Building Circles
- RJ Healing Circle/Circle of Understanding
- Social Stories
- Lunch with Teacher
- Visual Schedules
- Planned Ignoring (for attention maintained behavior)
- Write Goals
- Mindful Break

POSSIBLE CONSEQUENCES

- Restitution
- Time out in Class
- Verbal Apology
- Apology Written
- Community Circle
- Restorative Circle
- Call Parent with Student (Privately)
- Invite Parent to Observe/Volunteer
- Lunch at a Separate Table
- Stop and Think Sheet
- Draw/Write About Incident with Alternate Ending
- Connect with In Building Mentor

Stage 1

Student remains in class.

RESPONSIBILITIES

Teacher

- Implement Interventions
- Input Stage 1 Report into Synergy
- Contact parents
- Optional: consult with PLC or SIT
- *Support Team*
- SIT will track for possible future response

POSSIBLE INTERVENTIONS

- Recognizing students' positive behavior
- Review Expectation/Rule (using anchor chart) "In the hallways, we walk in a straight line…"
- Redirect with replacement behavior: *"Right now, I need you to ___ because ___."*
- Pre-correct
- Change Seating
- Gentle Reprimand
- Modify/Differentiate Work
- Identify/Practice Replacement Behavior
- Proximity
- Provide Choices
- Community Building Circles
- RJ Healing Circle/Circle of Understanding
- Social Stories
- Visual Schedules
- Planned Ignoring (for attention maintained behavior)
- Co-develop Goals
- Mindful Break

POSSIBLE CONSEQUENCES

- Restitution
- Time out in Class
- Time out in a Partner Teacher's Class
- Loss of Privilege
- Parent Conference
- Verbal/Written Apology
- Research Project
- Community Circle
- Restorative Circle
- Loss of Art/Library (w/ Parent Permission)
- Call Parent with Student (Privately)
- Invite Parent to Observe/Volunteer
- Lunch at a Separate Table
- Detention (With Parent Permission)
- Stop and Think Sheet
- Draw/Write Incident with Alternate Ending
- Connect with In Building Mentor
- Structured Recess (must have movement involved: running laps, taking a walk, etc.)

Stage 2

Student remains in class.

RESPONSIBILITIES

Teacher

- Implement Interventions
- Input Stage 2/3 Referral into Synergy
- Contact parents
- Inform admin w/in 24 hours
- *Support Team*
- SIT will track for possible future response

POSSIBLE INTERVENTIONS

- Check In/Check Out
- Behavior Contract
- Structured Breaks
- Restorative Justice Agreement
- Teach Social Skills
- Teach Relaxation Techniques
- Counselor Referral
- Functional Behavior Assessment
- Safety Plan
- Lunch with Student/s
- Mindful Break

- **POSSIBLE CONSEQUENCES**
- Restitution
- Restorative Circle
- Restorative Inquiry
- Loss of Privileges
- After/Before School Detention (Communicate with Parents Prior)
- In School Suspension

Stage 3

Student to be immediately removed from class.

RESPONSIBILITIES

Teacher

- Call for support

Support Team

- Respond to call
- Investigate
- Determine consequence
- Contact parents
- Communicate w/ staff within 24 hours

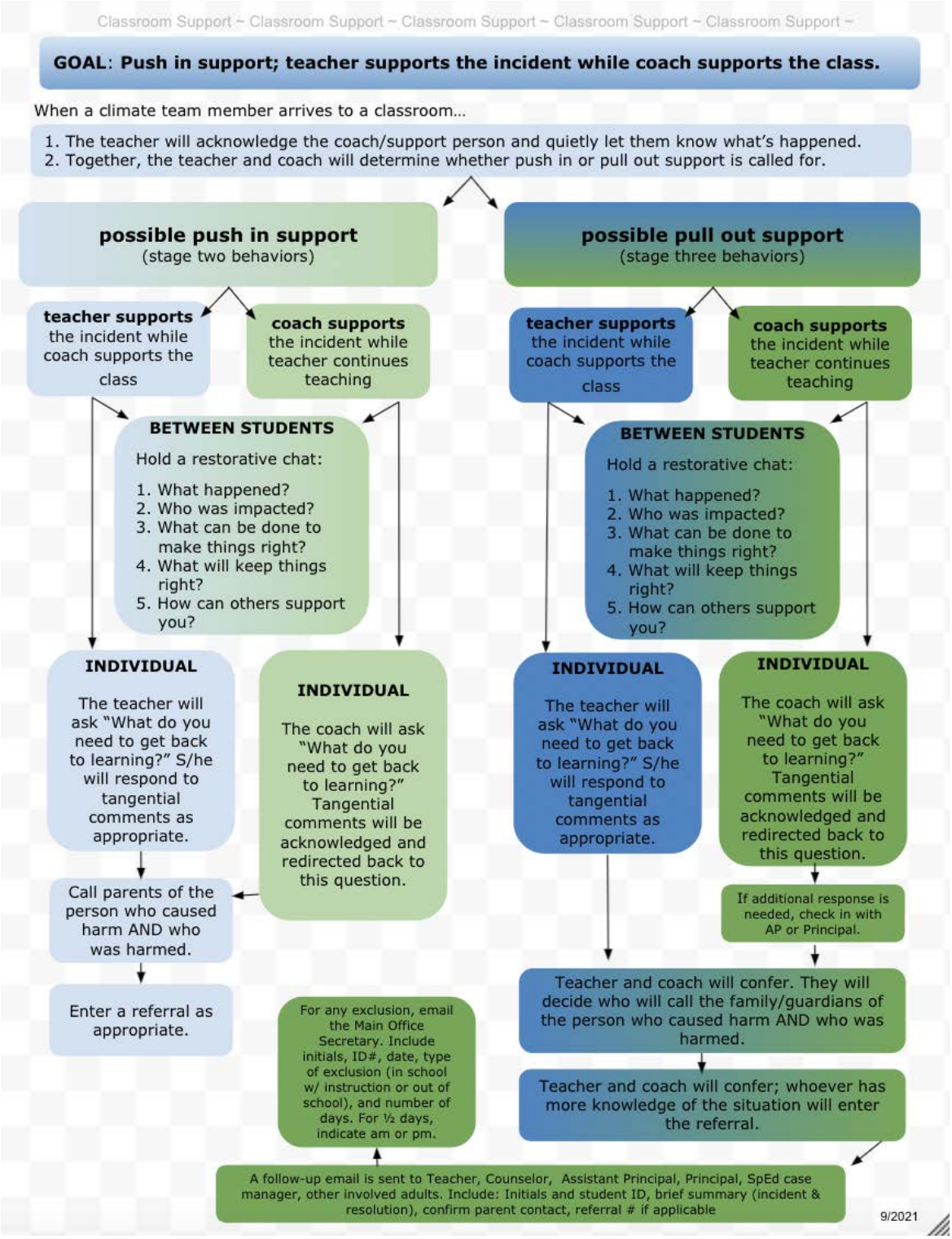
POSSIBLE CONSEQUENCES

- Restorative Justice
- Restitution
- Exclusion

Student-Facing Response to Leveled Behaviors Chart

Think Sheets may be used to support reflection on Stage 1 and Stage 2 behaviors.

Call for Support Flowchart



The Support Team may respond to a call to take over a class (for 10-15 minutes) if a teacher needs to have a private restorative chat with a student or to talk with the student: SSI (Lilly), Counselor (Lizzie), AP (Cinnamon), Principal (Chris). Comprehensive School Psychologist (Gloria) & QMHP (Rachel H) are also available some days.

Professional Development (1.7)

Over the course of the year, staff PD must explicitly address these five essential areas: teaching school wide expectations, acknowledging appropriate behaviors, correcting errors, requesting assistance (SIT Team), and understanding the influence of race, culture and language on student behavior.

Date	Topic	Presenter
August	School climate orientation: ● Teaching school values & common area expectations ● Effective Classroom Practices Plans ● Teaching classroom routines & expectations; focus on community circles ● Schoolwide and classroom acknowledgement systems ● Correcting fluently ● Social Skills Lessons Schedule	
September	Transformational Social Emotional Learning for Adults ● How TSEL connects to school climate/culture	
October	SIT Process *SIBS/SEBS Survey?*	
November	Review of schoolwide disciplinary data from the first quarter Transformational Social Emotional Learning for Adults: Social awareness and Identity	
December	Transformational Social Emotional Learning for Adults: Relationships, Belonging, Healing Informed Practices	
January	Review of schoolwide disciplinary data from the first semester	
February	Transformational Social Emotional Learning for Adults: Self-Management, Emotional Regulation, Co-Regulation	
March	Transformational Social Emotional Learning for Adults: Social Awareness, Racial Equity & Social Justice	
April	Review of schoolwide disciplinary data from the third quarter Transformational Social Emotional Learning for Adults: Responsible Decision-Making and Agency	
May	Successful Schools Survey & SEL Adoption Process	
June	Review of School Climate Plan/Staff Handbook	

Classroom Procedures (1.8)

Every teacher will have an Effective Classroom Practices Plan (ECPP). ECPPs 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. 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 Plans

Our **Effective Classroom Practices Template** is linked here**.** Expectations for baseline elements/ sections have been highlighted. Plans will be shared with admin and filed in our collective Effective Classroom Practices Plans folder.

Rigler's Guest Teacher Support System

Teachers will be provided with **Guest Teacher Notebooks** that include relevant school-wide information for Guest Teachers. Teachers are expected to complete classroom-specific information in the notebook by September 15, 2022 or their first scheduled absence, whichever comes first. Resources and teachers' digital copies will be kept in our collective Guest Teacher Notebook folder.

Feedback and Acknowledgement Systems (1.9)

Research shows that when staff "catches" a student exhibiting appropriate behaviors, those behaviors will increase and misbehaviors will decrease. Specific praise is extremely important in increasing the recurrence of appropriate behaviors. All staff hand out PAWS, along with specific praise, to students as they witness appropriate behaviors in the common areas, in classrooms, on buses, etc.

Description of Rigler's school-wide acknowledgement system:

Rigler uses Panther Paws to recognize students for demonstrating our four agreements: *Be Mindful, Be Engaged, Be Kind, Be Safe.*

- In addition to schoolwide systems, grade level teams and individual teachers may determine additional classroom-based acknowledgement systems
- Feedback from students and families about current systems and planning for changes and improvements

Acknowledgement Matrix

Type	What	When/Where	Who Gives Them?
Immediate/ High frequency	**Students**: Panther PAWS Rotating monthly focus	Classroom & Common areas	All Staff
Redemption of immediate/ High Frequency	**Students**: *Weekly Drawings* and Student Store PAWS Parties	Drawings: *Mondays @ 1:55 PM* Student Store: Biweekly on Fridays	Admin (or designated student)
Long term Schoolwide Celebrations	**Students**: Assemblies	Monthly assemblies centered on school values Quarterly academic assemblies	All Staff
Continued Excellence Programs	**Student** Leadership Council to develop student leadership capacity and encourage student voice in the upper grades	Spirit Days Leadership Council: End of the year field trip	Students apply for program

Faculty Involvement (1.10)

Schedule for sharing disaggregated data to staff & opportunities for input on Tier I systems

Date	Data Shared	Staff Input Topic
September	August 24- September 30	21-22 Discipline Data summary TFI Action Steps & Tier I Systems Input
November	November 1-November 3	Q1 Reflection Survey
January	January 3-January 7	Q2 Reflection Survey Discipline Data
April	March 28-April 1	Q3 Reflection Survey Discipline and Successful Schools Survey Data
June	School Climate Survey	TFI Action Plan and Tier I Systems Input Q4 Reflection Survey

Plan for Family, Student and Community Involvement (1.11)

Schedule for family involvement activities

Date	Activities
August	• Paletas en el Patio • Connect to Kindergarten
September	• Padres Unidos • Back to School Night • Parent Volunteer Orientation
October	• TAG Parent Night • Padres Unidos • Family Literacy Night
November	• Padres Unidos • Día de los Muertos
December	• Padres Unidos • Family Night
January	• Padres Unidos
February	• Padres Unidos • Black Brilliance Assembly
March	• Family Literacy Night • Connect to Kindergarten
April	• Padres Unidos • Connect to Kindergarten • Día del Niño
May	• Padres Unidos

	• Spring SUN Showcase • Carnival
June	• Padres Unidos • Kinder and Grade 5 Promotion Ceremonies

Rigler Plan for Student Involvement

- Student Leadership Council
- Recess Coaches
- Safety Patrol
- SUN Afterschool Program
- Buddy Classes

Tier I Evaluation

Evaluation of the Effects and Fidelity of the School Climate Practices

Discipline Data (1.12)

Tiered Fidelity Inventory (CR-TFI) guides the action planning for the implementation of a positive school climate.

- Assessment component is completed three times a year in September, January and May
- A score of 80% or better indicates a well-implemented tier
- The TFI action plan is revisited on a monthly basis

Recent TFI scores

- 2019-2020 Rigler TFI Action Plan

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: Family Responses
- 2020-2021: Instructional Staff Responses
- 2020-2021: Student Responses

Appendix

Rigler Elementary School Climate Action Plan (CR-TFI): 2021-2022 –Date: June, 2022

Common area expectation lesson plans and schedule for teaching