
Rigler Elementary School Climate Handbook



Be Kind

Be Mindful

Be Engaged

Be Safe

2018-2019

Motto: Juntos Podemos!

Vision: Rigler Elementary School is a community of love and respect that fosters rigorous, culturally responsive instruction and student success.

Mission: We strive to create a safe, welcoming environment for staff, students and families. We encourage professional collaboration, provide a well-rounded and rigorous education and partner with families and community stakeholders to support student achievement. We approach each student as an individual while reflecting our students' diverse cultures in our curriculum and environment. Students learn our core values

which include kindness, empathy, curiosity, mindfulness, integrity and respect, preparing them for success here at Rigler and for years to come.

DLI Mission: The dual language Spanish immersion program provides students with the opportunity to develop skills to become bilingual, biliterate and bicultural. Native speakers of English, Spanish as well as additional home languages, work together in a cooperative, language-rich environment to develop high levels of academic achievement in both English and Spanish.



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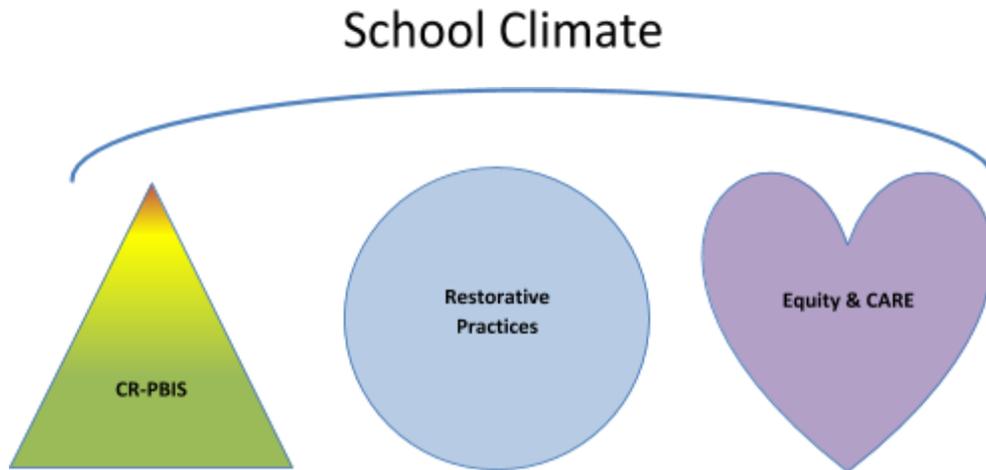
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WHAT IS SCHOOL CLIMATE?

SCHOOL CLIMATE OVERVIEW

School Climate encompasses CR-PBIS (Culturally-Responsive Positive Behavioral Interventions & Supports), Restorative Practices with the lens of racial Equity and practices of CARE (Collaborative Action Research for Equity) explicitly called out and woven in.



CR-PBIS

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** what is expected
2. Actively **acknowledge** kids when they are following the expectations
3. Instructionally **correct** kids when they are not following the expectations

Research shows that when school staff acknowledge positive behaviors at least three times more often than correcting behavioral mistakes, misbehaviors decrease significantly.

CR-PBIS 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.

More specifically:

- Accesses all stakeholders to develop and promote school values
- Develops common area expectations for all parts of the building
- Designs lesson plans and schedules to teach common area expectations throughout the year.
- Creates and maintains systems to acknowledge students who are following the school values and expectations. This may be acknowledgement tickets, regular assemblies, or awards for individuals, classes, grade levels, etc.
- Develops school wide policies that are proactive, preventative and restorative.
- Utilizes staff input to 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 systematically assess and review student and family voices and adjust our practices to reflect the needs of our community (See *Tier I Evaluation*).

RESTORATIVE PRACTICES

Restorative Justice, (also known as Restorative Practices) is a process to involve, to the extent possible, those who have a stake in a specific incident and to collectively identify and address harms, needs and obligations, in order to heal and to make things as right as possible. -Howard Zehr.

Restorative Justice is a range of community building, peacemaking practices adapted to the school setting. The intention is to build trusting relationships and offer restorative alternatives to punitive discipline.

Restorative Practices at Rigler include:

- School Discipline Adoption
- Circles
- Restorative Inquiry
- Restorative Dialogue (with the person who harmed and those who were harmed)
- Restorative Listening Dialogue
- Conferencing (proactive: violation of agreement, reactive: post incident or re-entry)
- Meaningful Community Service

Restorative Inquiry is an essential restorative practice. A series of guiding questions are asked:

- What happened?
- Who was harmed and how?
- What can be done to make things right?
- How can we keep things right?
- What support do you need to make and keep things right?

EQUITY/CARE

This handbook is intended to inform Rigler School staff of the processes that support the reduction of exclusionary discipline to provide our students with equitable access to education. Portland Public Schools' top priorities includes eliminating racial disproportionality in exclusionary discipline.

Our CARE work is intentionally focused on increasing classroom engagement for every learning style and our capacity for being culturally competent in our instructional practices and inclusive of our diverse learning styles.

“Portland Public Schools is committed to academic excellence and personal success for all students. Central to this commitment is educational equity. We are committed to providing instruction with the rigor, cultural relevance, and relationships that ignite the potential of each and every student. In order to do so, we must shift our practices to see students as individuals—including their race, their language, their gender, their sexual orientation, and their various abilities.

This work is necessary to serve a diverse student body well and prepare every student to navigate and compete in a culturally rich society and global economy, now and into the future.”

Chief Equity Officer, Lorenzo Poe

THE SCHOOL CLIMATE TEAM (TIER I)

SCHOOL CLIMATE TEAM INFORMATION (CORRELATES TO TFI 1.1/1.2)

The School Climate Team is a sub-committee of the Leadership Team. The Climate Team composition includes:



- Principal
- School Climate Specialist
- Restorative Justice Coordinator
- Counselor
- Classroom Teachers

The Climate Team meets monthly as a subcommittee in leadership, and each meeting centers around looking at data to inform practice. We consider discipline data, stakeholder surveys and TFI information. We work together to implement our TFI Action Plan.

Members of the Climate Team score the TFI twice annually during a full-day work session.

TIER I IMPLEMENTATION

Programmatic Supports for all Students

SCHOOL-WIDE AGREEMENTS AND COMMON AREA EXPECTATIONS (CORRELATES TO TFI 1.3)

Our School Agreements are:

1. Kindness
2. Mindfulness
3. Engagement
4. Safety

Posters highlighting these agreements are hung 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 what how it looks in different common areas. This helps Rigler Elementary School ensure that our school values are inclusive and affirming. These values were developed with student and staff input.

- These school values are important for the Rigler Elementary School community because these are the four things that help students be successful in life. Our students need to understand and practice at Rigler Elementary 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 Expectations

Posters:

https://docs.google.com/a/apps4pps.net/presentation/d/1QArE_R8h8IWT-O6x9_KUyLU6Fmd4MSY1H8MVUIkA6kw/edit?usp=sharing

RIGLER LUNCH RECESS/CAFETERIA PROCEDURES

Recess

Students' Arrival to Recess



- Teachers take students out to recess and support for the **first 7 minutes** to help students find games to play and communicate with recess duty staff if there are any students who may need extra social/emotional support that day.
- During the first two weeks of the year, teachers take their class to where they will line up for lunch after recess and practice the lining up routine they'll follow at the end of recess, transitioning to lunch.*

PLAYGROUND DUTY					
	Lead (Circulating)	Zone 1	Zone 2	Zone 3	Circulating
10:45-11:05	Jill	Margarita	Kinder EA	Luis	Playworks
11:15-11:35	Donnell	Schiff/Hilsen	New EA	Sarah/Rochelle	Playworks
11:45-12:05	Jessica	Nicole	Alla	Caitlin	Playworks

Playground Zones:

- Duty staff is distributed around the following [playground zones](#) to ensure full coverage across the play space.
 - Zone 1 - Play Structure
 - Zone 2 - Field/Basketball court
 - Zone 3 - Playworks Game Zone

Rainy Day Recess

RAINY DAY RECESS							
10:45-11:05	Auditorium - Kinder	Margarita	Luis	Kinder EA	Covered Area - 5th	Jill	Playworks
11:15-11:35	Auditorium - 1st	Donnell	Sarah/Rochelle	New EA	Covered Area - 3rd	Schiff/Hilsen	Playworks
11:45-12:05	Auditorium - 2nd	Jessica	Caitlin	Alla	Covered Area - 4th	Nicole	Playworks

The Playworks Coach and the Principal will confer and determine if there is a need to alter our recess routine because of rain. If this is the case:

- a VOIP announcement will be made in advance of recess informing the community that it is rainy day recess.
- the Playworks Coach will set up activities in the auditorium, including GoNoodle and other movement options.
- teachers will take their classes to the designated space for the grade level and remain for five minutes in order to support their students' engagement in activities.
- at the end of recess, staff members on duty in the auditorium will walk classes to the cafeteria, while those under the covered area will follow the normal transition routine, with the students lining up under the covered area.



Active Supervision

- Active supervision means that the staff supervising students during recess are constantly walking around their playground zone, helping students solve conflict using restorative practices, encouraging students to engage in different games and ensuring that all students are playing safely.
 - Each recess support staff takes a walkie talkie with them to duty to communicate with one another on.
 - Recess support staff hand out PAWs to students who are following our 4 [school-wide agreements](#). A good goal would be to hand out 10-15 PAWs at each recess.
 - Each recess support staff will have a belt bag with resources and materials such as: FYI pads, PAWs, bandaids, whistle, extra hall passes, pen..etc.
 - Recess staff will use the white FYI notes to communicate with Class Teachers about student behavior during recess/lunch as needed.

- Active supervision is NOT chatting with other recess support staff during recess. It is NOT playing games with students for extended time (this takes away from the ability to focus on student safety during recess). And lastly, recess support staff should not be on cell phone, with the exception of calling the school in the event of an emergency.

LUNCH**Transition to Cafeteria**

- Whistle blows 3 times and students “freeze” to listen for directions.
- Students line up in their corresponding lines by class to enter the cafeteria.
- Recess support staff accompany and guide classes into the cafeteria to:
 - Take students through the lunch line
 - Support them getting cutlery and condiments

Cafeteria Duty Schedule

CAFETERIA DUTY					
	Lead (Circulating)	Zone 1	Zone 2	Zone 3	Circulating
11:05-11:30	Fernando	Margarita P	Margarita FT	Luis	Jill
11:35-12:00	Fernando	Stephen Weller	New EA	Sarah/ Rochelle	Donnell
12:05-12:30	Fernando	Nicole	Alla	Caitlin	Jessica

Cafeteria Zones:

- Duty staff is distributed around the following cafeteria zones to ensure full coverage across the lunch space.
 - Zone 1 - tables along the back wall
 - Zone 2 - tables along the side wall
 - Zone 3 - condiment table, middle of cafeteria

Lunch Expectations

- Students are to stay in their seats unless given explicit permission by an adult.
- If a student does not want a part of his/her lunch, s/he may put it in the ‘no thank you’ bin.



- After eating their lunch, students may ask to get additional food from the salad bar or the ‘no thank you’ bin.
- Students are to talk to the people near them, keeping voices at or lower than level 2.
- Students are expected to clean up after themselves. Before being dismissed, the table and floor should be clean.

Lunch Incentives

- Table Points
 - Cafeteria support staff give table points to tables where all (or the majority) of students are following the cafeteria expectations.
 - Points are recorded on teachers’ class posters and the class with the most points at the end of the week earn the “golden spatula” and a reward for the following Monday.
 - Classes start fresh each week to earn points for their table.
- Possible Rewards for table points
 - Walking field trip to the park.
 - Extra recess time.
 - Free time in the classroom.

Lunch Consequences

- We will follow this progressive discipline plan for students who may need additional support/teaching of expectations
 - 1st Warning - Reminder of the expectations.
 - 2nd Warning - Alternate seating in the cafeteria.
 - 3rd Warning - Lunch in the office.

Lunch Dismissal

- Teachers arrive *7 minutes before* the end of lunch to pick their classes up
- Students dump their trays on their way out of the cafeteria.
- Cafeteria support staff give classes points as they dump trays and exit the cafeteria to recognize positive student behaviors.

TEACHING EXPECTATIONS (CORRELATES TO TFI 1.4)

Common Area Expectations

Common Area Expectations are taught to students at least three times during the school year: in September, January and April. Teachers show students a video and support the learning with walkthroughs in common areas. The SCS creates the schedule and guides the teachers through this process.

Here is a [sample](#) lesson plan for each area.

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, scanning for potential problems, diffusing them before they arise, and motivating students to do their best and monitor their own behavior. Supervisors should constantly move throughout the space, recognize students for positive behavior using PAWS, give clear expectations, reminders, and appropriate immediate consequences for maladaptive behaviors.

Supervision and Duty



Arrive to all scheduled duties on time, with your yellow vest and hip pack. If you cannot make your duty, it is your responsibility to find coverage. If you need to adjust your duty times or make a switch with another staff member, please let the Principal know immediately. You must leave your specific duty coverage instruction in your Guest Teacher Notebook as well, along with the yellow vest and duty hip pack.

Email your daily coverage plan to the admin office if you are not performing your normal duty as listed on the schedule.

Hallway and bathroom supervision is the responsibility of everyone; please poke your head in the door as appropriate as you pass by.

Teachers should be at their doors when the bell rings to welcome students. Instruction begins at 8:00. Ensure you're ready to teach and have students engaged immediately in the day's learning activities.

All teachers must either walk their classes out to the dismissal area, or to their assigned stations everyday at **2:15, not before**. Students should walk to dismissal in an organized and well-behaved manner.

Students are not to be left in the classroom unsupervised at any time. If you need someone to cover your class in case of emergency, please contact your partner teacher if they are not available contact the office.

Teachers are to escort their students to and from specials (P.E., Art and Library). Please be prompt.

Arrive on time to drop off and pick up your students from lunch and recess.

Students must have hall passes when sent out of the classroom. If they do not have them, they will be sent back to class.

Teachers are to maintain a bathroom log/sign-out for students leaving class to use the restroom. These logs are referenced when we have vandalism or other incidents so we can try to determine which students were involved. They are also utilized in emergency situations to account for all students' whereabouts.

Morning/Extra Recess - As a Playworks School, we encourage structured and cooperative play to promote healthy relationships and fair play. When conducting a recess outside of lunch/recess the expectation is that teachers and EAs conduct Playworks games and activities.

[Playworks "Playbook"](#)

[Playworks "Game Library"](#)

DEFINING MINOR, STAGE 1, 2 AND 3 BEHAVIORS (CORRELATES TO TFI 1.5)

Building staff will engage in behavior level calibration activities in order to ensure equity for all in expectations and responses.

Behavior Classifications and Definitions Link to [English](#) version. Link to [Spanish](#) version.

RIGLER LEVELED BEHAVIOR CLASSIFICATIONS AND DEFINITIONS: GUIDELINES			
<p>Low Level</p> <p>Student remains in class.</p> <p>RESPONSIBILITIES</p> <p>Teacher</p> <ul style="list-style-type: none"> On the spot response 	<p>Stage 1</p> <p>Student remains in class.</p> <p>RESPONSIBILITIES</p> <p>Teacher</p> <ul style="list-style-type: none"> Implement Interventions 	<p>Stage 2</p> <p>Student remains in class (can push in).</p> <p>RESPONSIBILITIES</p> <p>Teacher</p>	<p>Stage 3</p> <p>Student to be removed from class.</p> <p>RESPONSIBILITIES</p> <p>Teacher</p> <ul style="list-style-type: none"> Call for support



<ul style="list-style-type: none"> ● Repeated behaviors: check-in with parents ● Repeated behaviors: review cum file, previous referrals <p><i>Support Team</i></p> <ul style="list-style-type: none"> ● No Response 	<ul style="list-style-type: none"> ● Input Stage 1 Report into Synergy ● Contact parents ● Optional: consult with PLC &/or SIT <p><i>Support Team</i></p> <ul style="list-style-type: none"> ● SIT will track for possible future response 	<ul style="list-style-type: none"> ● Implement Interventions ● Input Stage 2/3 Referral in Synergy ● Contact parents ● Inform admin w/in 24 hours <p><i>Support Team</i></p> <ul style="list-style-type: none"> ● SIT will track for possible future response 	<p><i>Support Team</i></p> <ul style="list-style-type: none"> ● Respond to call ● Investigate ● Determine consequence ● Contact parents ● Communicate w/ staff w/in 24 hours
<p>LANGUAGE</p> <ul style="list-style-type: none"> ● Language “slips” ● Inappropriate non swearing language ● Student repeats language but doesn’t understand its meaning 	<p>SWEARING/VULGARITY (written/spoken/actions)</p> <p><i>Mild Cursing</i></p> <ul style="list-style-type: none"> ● 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 	<p>SWEARING/VULGARITY (written/spoken/actions)</p> <p><i>Indecent Gesture/Exposure Abusive/Profane Language Display of Patently Offensive Material</i></p> <ul style="list-style-type: none"> ● Use of “greater” swear words directed at others ● Repeated obscene/offensive gestures or sexual talk 	<p>SWEARING/VULGARITY (written/spoken/actions)</p> <p><i>Indecent Gesture/Exposure</i></p> <ul style="list-style-type: none"> ● Exposing oneself ● Explicit sexual talk
<p>VANDALISM/THEFT/MISUSE OF PROPERTY</p> <ul style="list-style-type: none"> ● Careless accident ● Climbing on bathroom stalls, throwing paper towels ● Teasingly taking others possessions ● Off task computer use 	<p>VANDALISM/THEFT/MISUSE OF PROPERTY</p> <p><i>Damaging Property/ Taking Property</i></p> <ul style="list-style-type: none"> ● 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 	<p>VANDALISM/THEFT/MISUSE OF PROPERTY</p> <p><i>Technology, Use Violation</i></p> <ul style="list-style-type: none"> ● Inappropriate internet searches ● Technology policy violations 	<p>VANDALISM/THEFT/MISUSE OF PROPERTY</p> <p><i>Theft - Minor or Major Property Damage-Minor or Major</i></p> <ul style="list-style-type: none"> ● Taking others possessions to keep ● Purposefully damaging property - may be timely or costly to fix
<p>ANNOYANCES</p> <ul style="list-style-type: none"> ● Lack of focus ● Noise making and/or talking ● Out of seat ● Cutting in line ● Running in the classroom/hallway 	<p>CLASSROOM DISRUPTION</p> <p><i>Talking too loudly Excessive Talking Bothering/Pestering Mild Defiance Not Following Directions</i></p> <ul style="list-style-type: none"> ● Repeatedly off task ● Calling out that interrupts learning ● Interrupting others while working ● Argumentative to peers and adults 	<p>CLASSROOM DISRUPTION</p> <p><i>Talking too loudly Excessive Talking Not Following Directions</i></p> <ul style="list-style-type: none"> ● Repeatedly calling out, interrupting learning ● Frequently moving about the room, initiating interactions with others during class time 	<p>SERIOUS CLASSROOM DISRUPTION</p> <p><i>Disruptive Conduct Off Limits?</i></p> <ul style="list-style-type: none"> ● Disruptions such that area or room needs to be cleared ● Unsafe Behaviors (climbing on furniture, throwing chairs, etc)
<p>RELUCTANT COMPLIANCE</p> <ul style="list-style-type: none"> ● Initially resisting or ignoring directions 	<p>IGNORING INSTRUCTIONS</p> <p><i>Mild Defiance Not Following Directions</i></p> <ul style="list-style-type: none"> ● Repeatedly and intentionally ignoring reasonable requests ● Responds with “no” or “never” ● Refusal to work 	<p>DEFIANCE</p> <p><i>Insubordination/Defiance/Disobedience</i></p> <ul style="list-style-type: none"> ● Significant back talk ● Disrespectful, aggressive body and/or verbal language 	<p>DEFIANCE</p> <p><i>Insubordination/Defiance/Disobedience</i></p> <ul style="list-style-type: none"> ● Posturing/aggressive body language towards teacher without standing down
<p>TEASING</p> <ul style="list-style-type: none"> ● Altering names ● Annoying on purpose: bugging ● Doesn’t care if it hurts others feelings 	<p>PRE-HARASSMENT</p> <p><i>Teasing/Put-downs Bothering/Pestering</i></p> <ul style="list-style-type: none"> ● “Put Downs” or “roasts” ● Threatening stares ● Mean-spirited teasing ● Personal verbal attacks 	<p>HARASSMENT</p> <p><i>Harassment/Bullying Extortion Abusive/Profane Language</i></p> <ul style="list-style-type: none"> ● Repeated use of “put downs,” “roasts,” or personal attacks ● Threats/extortions ● Ethnic/racist, sexist, disability related, sexual orientation or religious based remarks 	<p>HARASSMENT</p> <p><i>Abusive/Profane Language</i></p> <ul style="list-style-type: none"> ● Continual verbal abuse in action, wrongdoer ignoring redirection ● Any type of weapon, incl. simulated ● Ethnic/racist, sexist, disability related, sexual orientation or religious based remarks at others
<p>HANDS/FEET/OBJECTS TO SELF</p> <ul style="list-style-type: none"> ● Poking or pushing ● Pinching, jostling ● Throwing class materials ● Retaliating as above 	<p>ROUGHNESS</p> <p><i>Play Fighting Pushing/Shoving</i></p> <ul style="list-style-type: none"> ● Play wrestling, body holds, light kicking, light hitting, shoving ● Throwing class materials with the intent to hit others ● Encouraging another to fight/instigation 	<p>FIGHTING/AGGRESSION/WEAPONS</p> <p><i>Physical Contact - Inappropriate</i></p> <ul style="list-style-type: none"> ● Pre-fighting, aggressive posturing ● Hard and/or repeated pushing ● Physical contact with the intent to alleviate a situation rather than harm ● spitting on someone 	<p>FIGHTING/AGGRESSION/WEAPONS</p> <p><i>Threat Causing Fear of Harm Intimidation Physical Attack/Harm Possession of Prohibited Item/Weapon</i></p> <ul style="list-style-type: none"> ● Hitting/kicking/punching/ pushing with the intent to harm ● Throwing things w/ intent to harm
<p>PUNCTUALITY</p> <ul style="list-style-type: none"> ● Requests for support (nurse, counselor) when likely not needed. 	<p>PUNCTUALITY</p> <ul style="list-style-type: none"> ● Leaving class with a pass, but taking much longer than needed. 	<p>CLASS CUTTING</p> <ul style="list-style-type: none"> ● Repeatedly leaving class w/ a pass, taking much longer than needed. 	<p>CLASS CUTTING/ELOPEMENT</p> <ul style="list-style-type: none"> ● Leaving class without permission.

Italicized Items – Language taken from Stage 1 Reports and Stage 2/3 Referrals



Behaviors that happen approximately three or more times might 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 nor unsafe.



DISCIPLINE POLICIES (CORRELATES TO TFI 1.6)

Responses to Leveled Behavior Link to [English](#) version.

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
- Tribes Processes
- 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
- 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 SCS
- *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
- Tribes Processes
- PAX - Good Behavior Game
- Social Stories
- Visual Schedules
- Planned Ignoring (for attention maintained behavior)
- Write 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)
- 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
- Tribes Processes
- PAX - Good Behavior Game
- 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 Support Continuum Poster Link to [English](#) version. Link to [Spanish](#) version.

Student Support

At Rigler, we recognize that people sometimes need reminders to follow the expectations. When a student is making a challenging choice...

First – Whole Class Reminder

- positively stated

Second – Individual Reminder

Third – Modification

- change activity
- switch partners
- mindful break

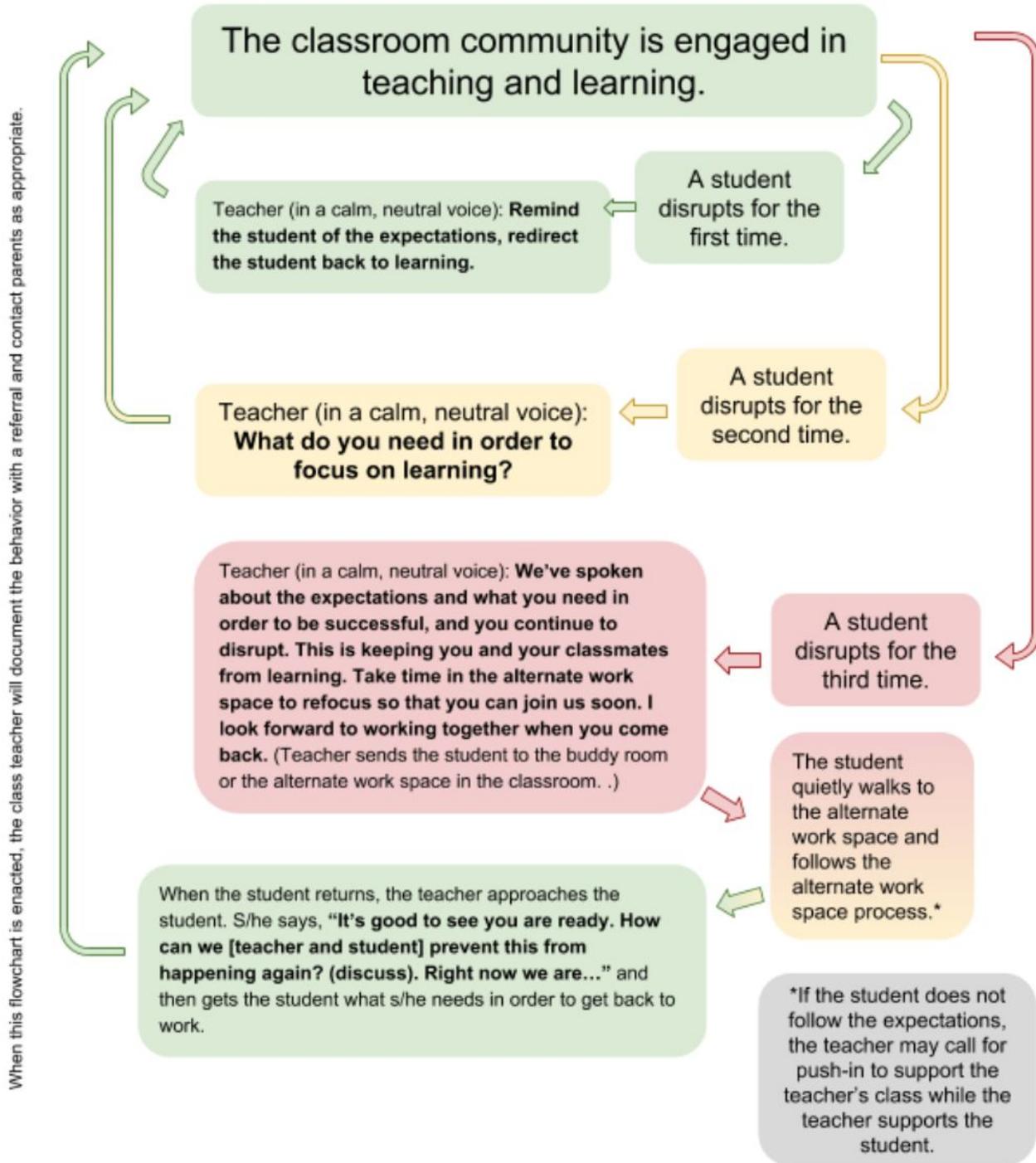
Fourth – Break or Buddy Room

Fifth – Call Support Team

- inform parents

Class Disruption Response Flowchart [Link to English version.](#) [Link to Spanish version.](#)

Class Disruption ~ Class Disruption



When this flowchart is enacted, the class teacher will document the behavior with a referral and contact parents as appropriate.

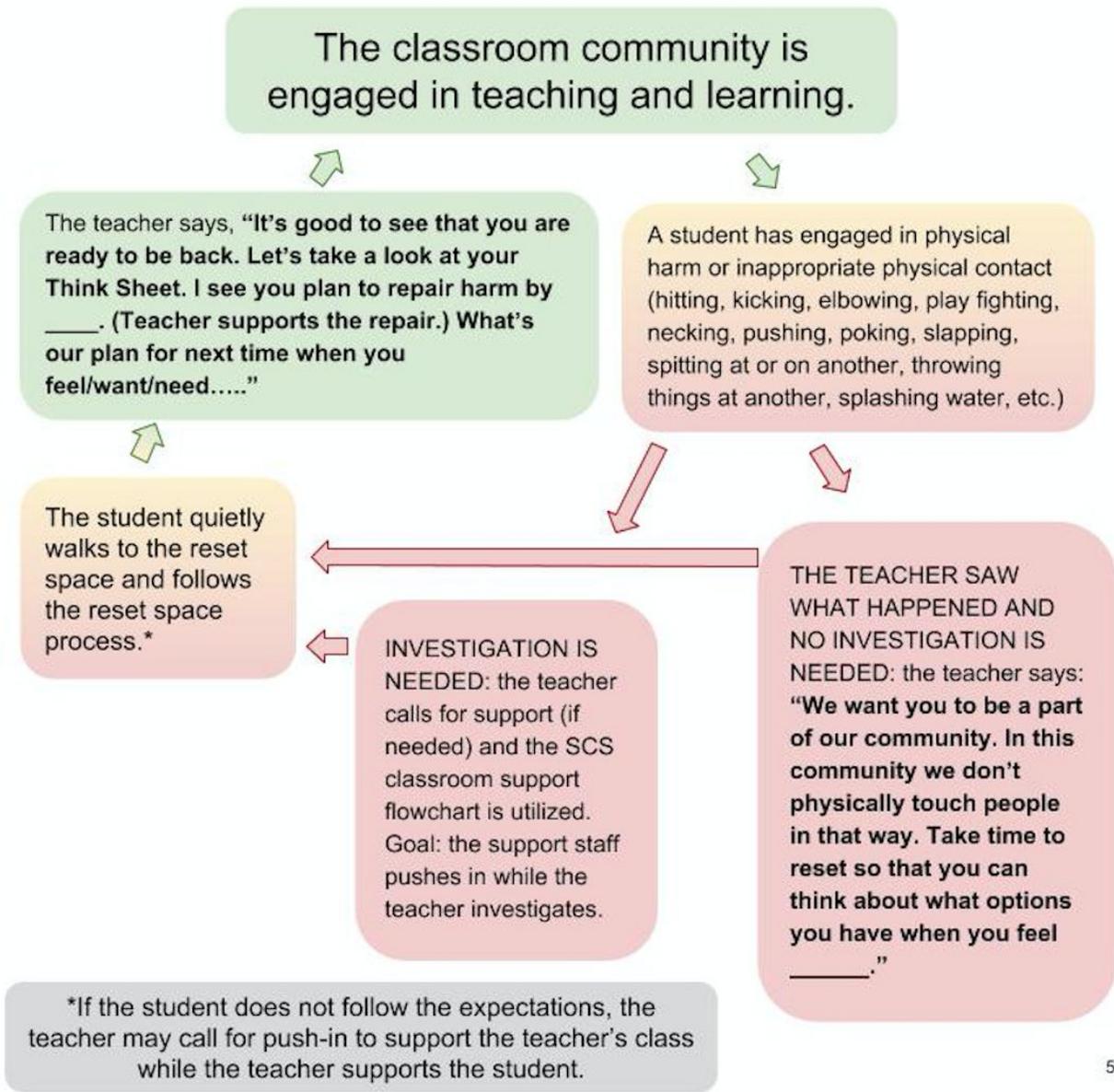
5/2018



Inappropriate Physical Contact Response Flowchart Link to [English](#) version. Link to [Spanish](#) version.

Physical Contact ~ Physical Contact ~

When this flowchart is enacted, the class teacher will document the behavior with a referral and contact parents as appropriate.



5/2018



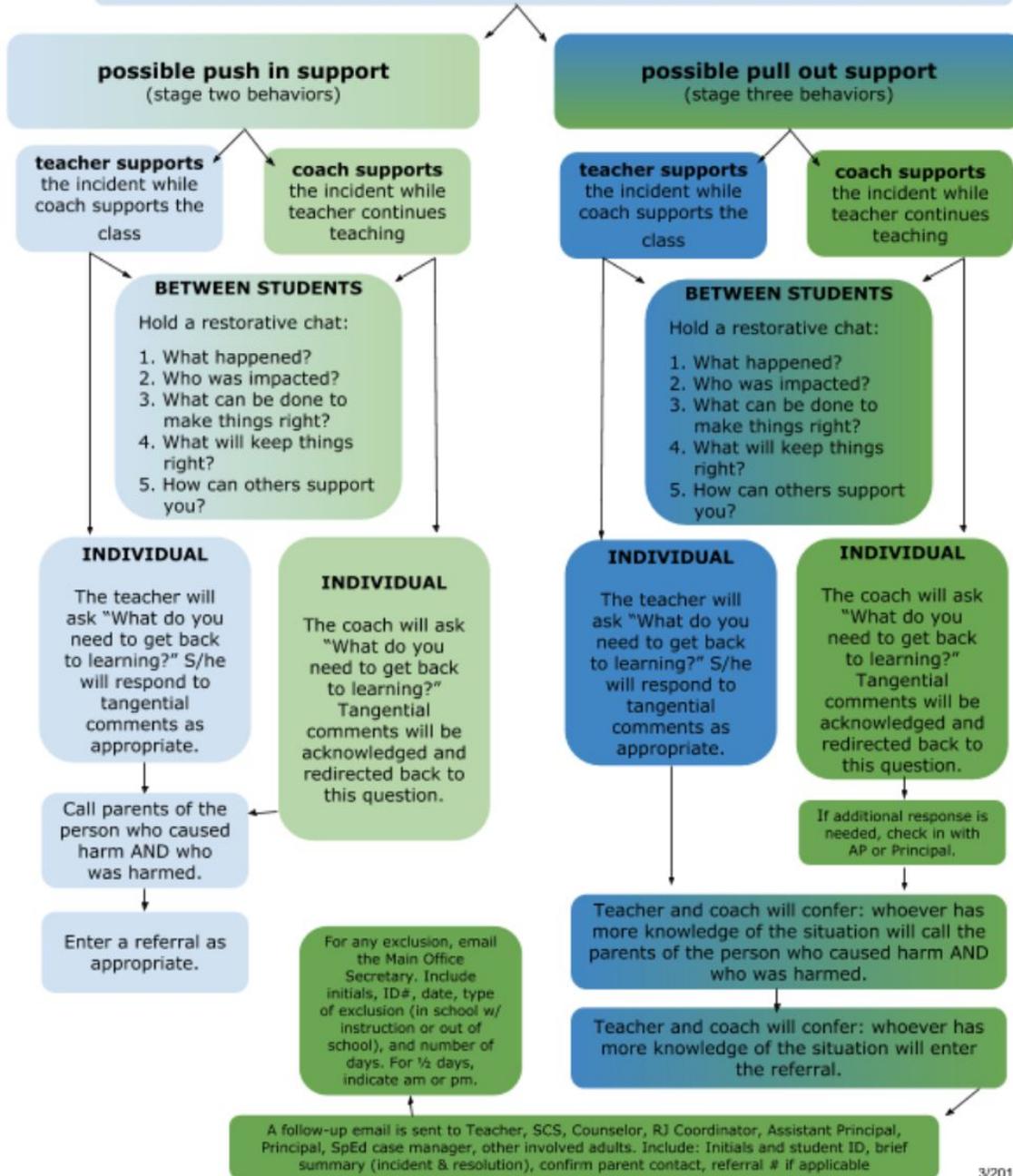
SCS Support Flowchart Link to [English](#) version.

SCS Classroom Support ~ SCS Classroom Support ~ SCS Classroom Support ~ SCS Classroom Support ~ SCS Classroom Support

GOAL: Push in support; teacher supports the incident while coach supports the class.

When a climate team member arrives to a classroom...

1. The teacher will acknowledge the coach and quietly let him/her know what's happened.
2. Together, the teacher and coach will determine whether push in or pull out support is called for.



3/2018



Referral Writing

When a student demonstrates behavior that falls within Stage 1, 2 or 3 as outlined in 'behavior classifications', it is important to document the behavior in the form of a referral. The purpose of this documentation is to 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 a referral is written, teachers are to 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 that the referral be translated and shared with the parents as soon as possible.

Restorative Justice Flowchart

[RJ Flowchart - Needs reformatting](#)

Think Sheets

[Think Sheet Folder](#)

PROFESSIONAL DEVELOPMENT (CORRELATES TO TFI 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. See this year's PD plan [here](#).

CLASSROOM PROCEDURES (CORRELATES TO TFI 1.8)

As per the PAT contract, every teacher will have a completed classroom management plan. A completed draft of the classroom management plan is due to administration the day before students arrive at school. Teams are encouraged to create a shared plan, spanning the grade level. Specialists are encouraged to collaborate on plans to ensure expectations are similar across the school. A sample plan is provided below; PD time will be provided during our professional development days in August.

The Classroom Management Plan template covers the essential feature of effective classroom management: structure, teaching expectations, acknowledging positive behaviors, correcting misbehaviors.

[Effective Classroom Practices Plan Folder](#)

Guest Teacher Support System



Teachers are provided with Guest Teacher Notebooks that include relevant school-wide information for Guest Teachers. Teachers are to complete classroom-specific information in the notebook by the last day of September, or their first scheduled absence, whichever comes first. Teachers will keep the Guest Teacher Notebook up-to-date and will utilize the embedded incentive system to promote good behavior with the Guest Teacher.

FEEDBACK AND ACKNOWLEDGEMENT SYSTEMS (CORRELATES TO TFI 1.9)

Research shows that when staff “catch” students exhibiting appropriate behaviors, those behaviors will increase and misbehaviors will decrease. Specific praise is extremely important in increasing the reoccurrence of appropriate behaviors. At Rigler, we hand out PAWS as a positive reinforcement to positive behavior. 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 our school-wide acknowledgement system:

- Panther Paws
- Recognize students for exhibiting our four agreements: Be Mindful, Be Engaged, Be Kind, Be Safe
- Schoolwide system - weekly drawings for PAW parties
- 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	Panther PAWS	Classroom & Common areas	All Staff
Redemption of immediate/ High Frequency	Weekly/Daily	Classroom Celebrations Weekly PAW parties PAWS Prizes	Teachers Admin
Long term SW Celebrations	Assemblies, Drawings	Kids: Termly Assemblies Weekly drawings	Teachers, Cafeteria duty staff, Bus Drivers, Admin, Watch DOGS
Continued Excellence Programs	SUN Field Trips for Behavior, Safety Patrol, Jr. Coaches, Self Managers	Walking Field Trips, , end of the year field trip to OAKS Park, Special events accessible with PAWS	Staff, SUN Coordinator, SCS, Admin, Counselor

FACULTY INVOLVEMENT (CORRELATES TO TFI 1.10)

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

Date	Data Shared	Staff Input
September 18	August 27th-September 30th	
January 15	January 4th-January 8th	
April 16	March 28th-April 1st	Current Referral and Exclusion Rates Disaggregated by Subgroups
June 4	School Climate Survey	



PLAN FOR FAMILY, STUDENT AND COMMUNITY INVOLVEMENT (CORRELATES TO TFI 1.11)

Schedule for family involvement activities

Date	Topic & Group	Activities	Organizer
9/2018	Back to School Night Every 3rd Monday: Cafe Espanol Principal’s coffee Every Monday Adult ESL PTA - Second Thursdays SUN Trimester Starts Every Friday: Urban Gleaners Food Bank Site Council Family Leadership Team Farmer’s Market style Food bank monthly		
10/2018	Dia de los Muertos Site Council Cultural Literacy Night PTA - Second Thursdays On Going: PTA Movie Night Every 3rd Monday: Cafe Espanol Principal’s coffee Every Monday Adult ESL Every Friday: Urban Gleaners Food Bank School Site Council Family Leadership Team Farmer’s Market style food bank monthly		



<p>11/2018</p>	<p>On Going: PTA Parent teacher conferences Every 3rd Monday: Cafe Espanol Principal’s coffee Every Monday Adult ESL SUN Showcase Every Friday: Urban Gleaners Food Bank School Site Council Family Leadership Team Farmer’s Market style food bank</p>		
<p>12/ 2018</p>	<p>SUN Trimester Ends Every 3rd Monday: Cafe Espanol Principal’s coffee Every Monday Adult ESL PTA - Second Thursdays Every Friday: Urban Gleaners Food Bank School Site Council Family Leadership Team Farmer’s Market style food bank monthly</p>		
<p>1/2018</p>	<p>SUN Trimester Starts Martin Luther King Event On Going: PTA Movie Night School Site Council Family Leadership Team Every 3rd Monday: Cafe Espanol Principal’s coffee</p>		



	<p>Every Monday Adult ESL</p> <p>PTA - Second Thursdays</p> <p>Every Friday: Urban Gleaners Food Bank</p> <p>Farmer’s Market style food bank monthly</p>		
2/2018	<p>Site Council</p> <p>Black History Month Celebration</p> <p>Every 3rd Wednesday: Cafe Espanol</p> <p>Principal’s coffee</p> <p>Every Monday Adult ESL</p> <p>PTA - Second Thursdays</p> <p>Every Friday: Urban Gleaners Food Bank</p> <p>Family Leadership Team</p> <p>Farmer’s Market style food bank monthly</p>		
3/2018	<p>Site Council</p> <p>SUN Trimester Ends</p> <p>Every 3rd Monday: Cafe Espanol</p> <p>Principal’s coffee</p> <p>Every Monday Adult ESL</p> <p>PTA - Second Thursdays</p> <p>Every Friday: Urban Gleaners Food Bank</p> <p>Family Leadership Team</p> <p>Farmer’s Market Style food bank monthly</p>		
4/2018	<p>SUN Trimester Starts</p> <p>Dia de Los Niños event</p> <p>Every 3rd Monday: Cafe Espanol</p> <p>Principal’s coffee</p>		



	<p>Every Monday Adult ESL</p> <p>PTA - Second Thursdays</p> <p>Every Friday: Urban Gleaners Food Bank</p> <p>School Site Council</p> <p>Family Leadership Team</p> <p>Farmer’s Market style food bank monthly</p>		
5/2018	<p>On Going: PTA Movie Night</p> <p>Every 3rd Monday: Cafe Espanol</p> <p>Principal’s coffee</p> <p>PTA - Second Thursdays</p> <p>Every Monday Adult ESL</p> <p>Every Friday: Urban Gleaners Food Bank</p> <p>School Site Council</p> <p>Family Leadership Team</p> <p>Farmer’s Market style food bank monthly</p>		
6/2018	<p>SUN Trimester Ends</p> <p>PTA Carnival</p> <p>On Going: PTA Movie Night</p> <p>Every 3rd Monday: Cafe Espanol</p> <p>Every Monday Adult ESL</p> <p>Every Friday: Urban Gleaners Food Bank</p>		

Plan for Student Involvement

- Jr. Coaches - Playworks
- Safety Patrol
- Restorative Justice
- Reading Buddies



Peer Mediation
SUN Afterschool Program

Awards Assemblies

[Rigler New Student/Family Plan Youtube Page](#)

TIER I EVALUATION

Evaluation of the Effects and Fidelity of the School Climate Practices

DISCIPLINE DATA (CORRELATES TO TFI 1.12)

Tiered Fidelity Inventory (TFI) guides the action planning for the implementation of 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

- 2017-2018 80%

School Climate Survey determines the status of specific building-wide school climate initiatives and issues (Core Values, Student Voice, Specific CR-PBIS Initiatives--ex: acknowledgement tickets)

- Completed three times a year (September, January, May) by all students (grades 3-5)
- Reviewed by School Climate Team and shared with staff, students and families. Used to monitor and adjust climate initiatives.

Recent School Climate Survey data

- 2017-2018:

School Climate Action Plan (TFI)

STUDENT INTERVENTION TEAM (TIERS 2 & 3)

The Student Intervention Team (SIT) is a general education problem-solving committee made up of various school personnel. The purpose of the SIT is to recommend appropriate interventions for students who are experiencing difficulty in school.

[SIT Flow Chart](#)

[SIT Handbook](#)

