

Rigler Elementary 2023-2024

School Climate Plan



Core Values

School's 3-5 Core Values -
To be developed in SY 23-24

School Agreements

Be Kind/Ser Amable.

Be Mindful/Ser Consciente.

Be Engaged/Ser Participante.

Be Safe/Ser Seguro.

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.

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.

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 SYSTEMS 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 Tier I universal supports. Additional supports are provided for students that need them through Tier II interventions (targeted group supports), and Tier III interventions (individualized supports). 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 Core Values will be developed with student, staff, family & community input during the 2023-24 school year. Posters will be distributed throughout the building in order to make them visible to students, staff and families. The intention will be to send a consistent message about what our school community values and how it looks different in various common areas. This will help Rigler ensure our core values are inclusive and affirming.

During the development process, Rigler staff and students will work with our current 4 agreements (Be Kind; Be Mindful; Be Safe; Be Engaged). All adults will acknowledge and reinforce these four agreements when interacting with students.

The four agreements will be 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 these agreements throughout the school year.

TEACHING COMMON AREA EXPECTATIONS

All students are taught the common area expectations at least three times a year after long breaks. Rigler's [common areas expectations matrix](#) is linked here. Lessons for teaching common area expectations are [linked here](#).

Active Supervision

Staff will actively supervise all duty areas per their assignment. 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?
<ul style="list-style-type: none"> ● Circulating unpredictably ● Visually scanning playground and street area ● Giving PAWS to positively acknowledge expected behaviors ● Redirecting consistently (every observed misbehavior receives a response & responses to similar misbehaviors are the same from student to student, day to day) ● 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 	<ul style="list-style-type: none"> ● Interacting positively with students ● Giving 3 acknowledgements to 1 correction ● Correcting calmly and respectfully ● Aligning acknowledgements and corrections closely to school agreements ● Providing comments that acknowledge students' efforts to be successful ● Giving accurate, specific and descriptive feedback ● 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
<p>Active supervision is NOT:</p> <ul style="list-style-type: none"> ● Chatting with other staff. ● Engaging with a personal device, except when calling the main office in the event of an emergency ● Playing games with students for extended periods of time 	

DEFINING 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.

RIGLER BEHAVIOR CLASSIFICATIONS AND DEFINITIONS: GUIDELINES

Low Level Behaviors	Type I Behaviors	Type II Behaviors	Type III/IV Behaviors
<p>Student remains in class.</p> <p>RESPONSIBILITIES</p> <p><i>Teacher</i></p> <ul style="list-style-type: none"> ● On-the-spot response using simple redirections, support strategies and reteaching ● Chronic behaviors: check-in with family <p><i>Support Team</i></p> <ul style="list-style-type: none"> ● No Response 	<p>Student remains in class.</p> <p>RESPONSIBILITIES</p> <p><i>Teacher</i></p> <ul style="list-style-type: none"> ● Implement Interventions ● Input Stage 1 Referral in TeacherVue ● Contact family ● 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 	<p>Student remains in class (Support can push in).</p> <p>RESPONSIBILITIES</p> <p><i>Teacher</i></p> <ul style="list-style-type: none"> ● Implement Tier I Interventions whenever appropriate ● Complete Stage 2/3 Office Discipline Referral ● Contact family ● 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>Student to be removed from class.</p> <p>RESPONSIBILITIES</p> <p><i>Teacher</i></p> <ul style="list-style-type: none"> ● Call for support ● Complete Stage 2/3 Office Discipline Referral <p><i>Admin Response</i></p> <ul style="list-style-type: none"> ● Investigate ● Determine consequences ● Contact family ● Communicate w/ staff w/in 24 hours ● Input Incident in Synergy
<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 ● Chronic use of swear words ● Use of obscene/offensive gestures ● Minor suggestive/sexual talk 	<p>SWEARING/VULGARITY (written/spoken/actions)</p> <p><i>Indecent Gesture/Exposure Abusive/Profane Language</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



VANDALISM/THEFT/MISUSE OF PROPERTY <ul style="list-style-type: none"> Careless accident Climbing on bathroom stalls, throwing paper towels Teasingly taking others possessions Off task computer use 	VANDALISM/THEFT/MISUSE OF PROPERTY <i>Damaging Property/ Taking Property</i> <ul style="list-style-type: none"> Thoughtlessly damaging property -easily fixed w/little time/ no cost Taking others' possessions without intent to be hurtful to anyone else Repeated off task computer use 	VANDALISM/THEFT/MISUSE OF PROPERTY <i>Technology Use Violation, Theft, Property Damage</i> <ul style="list-style-type: none"> Inappropriate internet searches Technology policy violations Taking others' possessions without prior permission 	VANDALISM/THEFT/MISUSE OF PROPERTY <i>Theft - Minor or Major Property Damage-Minor or Major</i> <ul style="list-style-type: none"> Purposefully damaging property - may be timely or costly to fix Taking others' possessions to keep
ANNOYANCES <ul style="list-style-type: none"> 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 Running in the classroom/hallway 	CLASSROOM DISRUPTION <i>Talking too Loudly, Excessive Talking Bothering/Pestering Mild Defiance Not Following Directions</i> <ul style="list-style-type: none"> Repeatedly off task, calling out that interrupts learning Repeatedly interrupting while others are working Argumentative to peers and adults 	CLASSROOM DISRUPTION <i>Disruptive Conduct</i> <ul style="list-style-type: none"> Frequently moving about the room, initiating interactions with others during class time 	SERIOUS CLASSROOM DISRUPTION <i>Disruptive Conduct</i> <ul style="list-style-type: none"> Disruptions such that area or room needs to be cleared Unsafe Behaviors (climbing on furniture, throwing chairs, etc)
RELUCTANT COMPLIANCE <ul style="list-style-type: none"> Initially resisting or ignoring directions Not responding in a timely matter, in alignment with class routines/environment 	IGNORING INSTRUCTIONS <i>Mild Defiance Not Following Directions</i> <ul style="list-style-type: none"> Repeatedly and intentionally ignoring reasonable requests Significant back talk 	DEFIANCE <i>Insubordination/Defiance/ Disobedience/Leaving w/out Permission</i> <ul style="list-style-type: none"> Chronically ignoring reasonable requests from any and all staff members 	DEFIANCE <i>Insubordination/Defiance/ Disobedience/Eloperment</i> <ul style="list-style-type: none"> Posturing/aggressive body language towards teacher without standing down
TEASING <ul style="list-style-type: none"> Altering names Annoying on purpose: bugging Doesn't care if it hurts others feelings 	LOW LEVEL -HARASSMENT <i>Teasing/Put-downs Bothering/Pestering</i> <ul style="list-style-type: none"> "Put Downs" or "roasts" Threatening stares Mean-spirited teasing Personal verbal attacks 	HARASSMENT <i>Harassment/Bullying Abusive/Profane Language</i> <ul style="list-style-type: none"> Persistent 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 <i>Harassment/ Bullying Abusive/Profane Language</i> <ul style="list-style-type: none"> Continual verbal abuse in action, wrongdoer ignoring redirection Ethnic/racist, sexist, disability related, sexual orientation or religious based remarks targeted at others Sexual Harassment - sexually explicit/suggestive writing, drawing, actions.
HANDS/FEET/OBJECTS TO SELF <ul style="list-style-type: none"> Poking or pushing Pinching, jostling Throwing class materials Retaliating as above 	ROUGHNESS <i>Play Fighting Pushing/Shoving</i> <ul style="list-style-type: none"> Play wrestling, body holds, light kicking, light hitting, shoving Pre-fighting, aggressive posturing Throwing class materials at another student Anywhere within school building 	FIGHTING/AGGRESSION/WEAPONS <i>Physical Contact - Inappropriate, Physical Contact/Harm</i> <ul style="list-style-type: none"> Hard and/or persistent pushing Physical contact with the intent to alleviate a situation rather than harm Spitting on someone Encouraging another to fight Repeated play fighting in inappropriate time and place 	FIGHTING/AGGRESSION/WEAPONS <i>Threat Causing Fear of Harm Intimidation Physical Attack/Harm Possession of Prohibited Item/Weapon</i> <ul style="list-style-type: none"> Hitting/kicking/punching/pushing with the intent to seriously harm Throwing things w/ intent to harm Any type of weapon, including simulated
PUNCTUALITY <ul style="list-style-type: none"> Leaving class with a pass, but taking much longer than needed Leaving class without permission Skipping class 	ATTENDANCE & PUNCTUALITY <i>Not Following Directions, Running</i> <ul style="list-style-type: none"> Repeatedly (3-4 times/week) leaving class without permission Repeatedly skipping class 	CUTTING <i>Class Cutting</i> <ul style="list-style-type: none"> Chronic skipping of class (3-4 times in a week) 	ELOPEMENT <i>Class Cutting</i> <ul style="list-style-type: none"> Leaving school without permission

DISCIPLINE POLICIES

Rigler has developed and calibrated around a [discipline flowchart](#) to describe how staff respond to student misbehaviors. This [document outlines for students](#) restorative support strategies staff will implement to improve students' behavior.

This [protocol](#) describes the process to call for support with addressing student behavior.



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. Teachers' ECP Plans are in this folder, [Effective Classroom Practices Plans 23-24](#).

[Guest Teacher Notebooks and support systems](#)

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 verbally acknowledge students demonstrating school agreements with specific praise and PAWS tickets.

Description of our school-wide acknowledgement system:

Type	What	When/Where	Who Gives Them?
Immediate/ High frequency	Panther PAWS Weekly PAWS drawings	All classes & common areas	All Staff
Redemption of immediate/ High Frequency	Student Store Class-wide Incentives	Student Store: Monthly rotation on Fridays Classroom-based as determined in each class	Rigler Staff Guest Teachers Volunteers
Long term School Wide Celebrations	Monthly assemblies with rotating focus: September - Kindness	-Monthly assemblies centered on school agreements -Quarterly academic assemblies	All Staff
Continued Excellence Programs	Student Leadership to develop student capacity and encourage student voice in upper grades	Spirit Days	Counselor and Student Leadership will coordinate
Student Affinity Groups		TBD	Lizzie will coordinate



FIDELITY DATA

Culturally Responsive Tiered Fidelity Inventory (CR-TFI) guides the action planning for the implementation of a positive school climate and connects directly with this School Climate Plan.

- Assessment component is completed once a year as a summative assessment. Twice additionally as formative assessments (conducted in September, January and/or May)
- The CR-TFI is utilized by school teams to assess and plan implementation of all three tiers. The Climate Team is responsible for Tier 1 and a score of 80% or better indicates a well-implemented Tier
- The TFI action plan is revisited on a monthly basis

Recent TFI scores & Climate Plan

- [Rigler's CR-TFI Action Plan](#), completed in Spring, 2023 is linked here.
- [Rigler's Schoolwide SEL Implementation Rubric](#), completed in Spring, 2023, is linked here.
- [Restorative Practices Rubric](#)

Successful Schools Survey (SSS)

- Completed once a year in November by all students (grades 3-5), 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

- [Rigler's 2022-2023 scores/graphs summaries](#)

