

# Rigler Elementary 2024-2025

## School Climate Plan



### Core Values

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

### Vision

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

La escuela de Rigler es una comunidad de amor y respeto que cultiva instrucción rigurosa y culturalmente receptiva y el éxito de cada estudiante.

### 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](#).



**SCHOOLWIDE (TIER 1) CLIMATE PRACTICES**

Each Rigler student deserves to come to school and feel seen, safe and valued. In order to make this happen, adults across the school intentionally support all students by implementing the following:

- A warm greeting by name each morning
- Attendance improvement acknowledgment
- Classroom Community Agreements
- Community Circles
- PAWS to acknowledge expected behavior
- School counselor classroom lessons
- Social Emotional Learning classroom lessons (TSEL)
- Common Area Expectation lessons three times per year
- Calming spaces in each classroom
- Flexible seating
- Think Sheets to help reflect on behavior

**STUDENT INTERVENTION TEAM: ADDITIONAL BEHAVIOR & ACADEMIC SUPPORTS (TIER II AND TIER III)**

When Tier 1 classroom and schoolwide supports are not enough to ensure student success, students may be brought to the school Student Intervention Team (SIT) to develop and implement Tier II and III interventions.

The Student Intervention Team (SIT) is a collaborative, general education solution-generating team made up of a variety of school perspectives. The purpose of the SIT is to

- support teachers in reflecting on and enhancing their Tier I practices and
- implement targeted Tier II and III behavior and Tier III academic interventions when needed.

Utilizing an equity lens, the team considers the whole student when making decisions that affect their long-term educational experience and sense of belonging in PPS. SIT works to provide every student and adult what they need to thrive in the general education setting. **Families are notified about student strengths and challenges, as well as planned interventions, at all points in the process.**

Example Tier II Behavior Interventions	
<b>Function: Access/Obtain</b> Check In/Check Out Meaningful Work Social/Emotional Skills Group Check and Connect	<b>Function: Escape/Avoid</b> Breaks are Better Check and Connect Social/Emotional Skills Group
Example Tier III Behavior Practices & Intervention	
<b>PRACTICES</b> (non-exhaustive)  Safety Plan Supervision Plan Planning for Managing Escalating Behaviors (w FBA/BSP)	<b>INTERVENTION</b> (exhaustive)  Individualized interventions outlined in the FBA/BSP



## 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 <b>LOOK</b> like?	What does ACTIVE SUPERVISION <b>SOUND</b> like?
<ul style="list-style-type: none"> <li>• Circulating unpredictably</li> <li>• Visually scanning playground and street area</li> <li>• Giving PAWS to acknowledge expected behaviors positively</li> <li>• Redirecting consistently (every observed misbehavior receives a response &amp; responses to similar misbehaviors are the same from student to student, day to day)</li> <li>• Making eye contact with students</li> <li>• Responding non-emotionally to misbehavior</li> <li>• Using respectful body language/non-confrontational stance</li> <li>• Proximity: Gently moving toward the misbehavior in a relaxed way</li> </ul>	<ul style="list-style-type: none"> <li>• Interacting positively with students</li> <li>• Giving 3 acknowledgements to 1 correction</li> <li>• Correcting calmly and respectfully</li> <li>• Aligning acknowledgments and corrections closely to school agreements</li> <li>• Providing comments that acknowledge students' efforts to be successful</li> <li>• Giving accurate, specific and descriptive feedback</li> <li>• Using a voice level 1 or 2</li> <li>• Giving reasonably private corrections that address the problem</li> <li>• Using respectful words &amp; tone of voice</li> <li>• Speaking in clear &amp; simple language, not framing the direction as a question</li> </ul>
<p><b>Active supervision is NOT:</b></p> <ul style="list-style-type: none"> <li>• Chatting with other staff.</li> <li>• Engaging with a personal device, except when calling the main office in the event of an emergency</li> <li>• Playing games with students for extended periods of time</li> </ul>	

## 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><b>RESPONSIBILITIES</b></p> <p><i>Teacher</i></p> <ul style="list-style-type: none"> <li>• On-the-spot response using simple redirections, support strategies and reteaching</li> <li>• Chronic behaviors: check-in with family</li> </ul> <p><i>Support Team</i></p> <ul style="list-style-type: none"> <li>• No Response</li> </ul>	<p>Student remains in class.</p> <p><b>RESPONSIBILITIES</b></p> <p><i>Teacher</i></p> <ul style="list-style-type: none"> <li>• Implement Interventions</li> <li>• Input Stage 1 Referral in TeacherVue</li> <li>• Contact family</li> <li>• Optional: consult with PLC &amp;/or SIT</li> </ul> <p><i>Support Team</i></p> <ul style="list-style-type: none"> <li>• SIT will track for possible future response</li> </ul>	<p>Student remains in class (Support can push in).</p> <p><b>RESPONSIBILITIES</b></p> <p><i>Teacher</i></p> <ul style="list-style-type: none"> <li>• Implement Tier I Interventions whenever appropriate</li> <li>• Complete <a href="#">Stage 2/3 Office Discipline Referral</a></li> </ul> <p><i>Contact family</i></p> <ul style="list-style-type: none"> <li>• Contact family</li> <li>• Inform admin w/in 24 hours</li> </ul> <p><i>Support Team</i></p> <ul style="list-style-type: none"> <li>• SIT will track for possible future response</li> </ul>	<p>Student to be removed from class.</p> <p><b>RESPONSIBILITIES</b></p> <p><i>Teacher</i></p> <ul style="list-style-type: none"> <li>• Call for support</li> <li>• Complete <a href="#">Stage 2/3 Office Discipline Referral</a></li> </ul> <p><i>Admin Response</i></p> <ul style="list-style-type: none"> <li>• Investigate</li> <li>• Determine consequences</li> <li>• Contact family</li> <li>• Communicate w/ staff w/in 24 hours</li> <li>• Input Incident in Synergy</li> </ul>
<p><b>LANGUAGE</b></p> <ul style="list-style-type: none"> <li>• Language "slips"</li> </ul>	<p><b>SWEARING/VULGARITY</b> (written/spoken/actions)</p>	<p><b>SWEARING/VULGARITY</b> (written/spoken/actions)</p>	<p><b>SWEARING/VULGARITY</b> (written/spoken/actions)</p>



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

## DISCIPLINE POLICIES

Rigler has developed and calibrated around a [discipl](#)



This [discipline flowchart](#) describes how staff respond to student misbehaviors and this [protocol](#) describes the process to call for support with addressing student behavior. This [document outlines for students](#) restorative support strategies staff will implement to improve students' behavior.

If a student is escalated such that the flowchart below does not meet their needs, they may utilize the school's deescalation space. At Rigler, we call this the Wiggle Room. In the Wiggle Room, students have space to de-escalate with adult support. **Flowchart of response will be added in August, 2024.**

### **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 Friday 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 **(will be linked in August, 2024).**

### [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?
<b>Immediate/ High frequency</b>	Panther PAWS Weekly PAWS drawings	All classes & common areas	All Staff
<b>Redemption of immediate/ High Frequency</b>	Student Store Class-wide Incentives	Student Store: Monthly rotation on Fridays Classroom-based as determined in each class	Rigler Staff Guest Teachers Volunteers
<b>Long term School Wide Celebrations</b>	Monthly assemblies with rotating focus: September - Kindness	-Monthly assemblies centered on school agreements -Quarterly academic assemblies	All Staff



<b>Continued Excellence Programs</b>	<b>Student</b> Leadership to develop student capacity and encourage student voice in upper grades	Spirit Days	Counselor and Student Leadership will coordinate
<b>Student Affinity Groups</b>	Rainbow Alliance Black Student Union	Fall and ongoing	Lizzie will coordinate

### **Family Involvement & Feedback** (To be updated in August, 2024).

<p style="text-align: center;"><b>AUGUST</b></p> <ul style="list-style-type: none"> <li>● Connect to Kinder</li> <li>● Community Care Day</li> </ul>	<p style="text-align: center;"><b>SEPTEMBER</b></p> <ul style="list-style-type: none"> <li>● Back to School Night</li> <li>● Climate Team Meetings</li> <li>● Site Council Meeting</li> </ul>	<p style="text-align: center;"><b>OCTOBER</b></p> <ul style="list-style-type: none"> <li>● Climate Team Meetings</li> <li>● Literacy Night</li> <li>● Site Council Meeting</li> </ul>
<p style="text-align: center;"><b>NOVEMBER</b></p> <ul style="list-style-type: none"> <li>● Dia de los Muertos Celebration</li> <li>● Climate Team Meetings</li> <li>● Conferences</li> <li>● Site Council Meeting</li> </ul>	<p style="text-align: center;"><b>DECEMBER</b></p> <ul style="list-style-type: none"> <li>● Climate Team Meeting</li> <li>● Site Council Meeting</li> </ul>	<p style="text-align: center;"><b>JANUARY</b></p> <ul style="list-style-type: none"> <li>● Community Care Day</li> <li>● Climate Team Meeting</li> <li>● Site Council Meeting</li> </ul>
<p style="text-align: center;"><b>FEBRUARY</b></p> <ul style="list-style-type: none"> <li>● Black Excellence Celebration</li> <li>● Climate Team Meetings</li> <li>● Connect to Kinder</li> <li>● Site Council Meeting</li> <li>● Staffing Survey</li> </ul>	<p style="text-align: center;"><b>MARCH</b></p> <ul style="list-style-type: none"> <li>● Climate Team Meetings</li> <li>● Connect to Kinder</li> <li>● Literacy Night</li> <li>● Site Council Meeting</li> <li>● SUN Showcase</li> </ul>	<p style="text-align: center;"><b>APRIL</b></p> <ul style="list-style-type: none"> <li>● Climate Team Meetings</li> <li>● Connect to Kinder</li> <li>● Día del Niño</li> <li>● Math Night</li> <li>● Site Council Meeting</li> </ul>
<p style="text-align: center;"><b>MAY</b></p> <ul style="list-style-type: none"> <li>● Climate Team Meetings</li> <li>● Feria de Rigler</li> <li>● Site Council Meeting</li> </ul>	<p style="text-align: center;"><b>JUNE</b></p> <ul style="list-style-type: none"> <li>● Site Council Meeting</li> <li>● Climate Team Meetings</li> </ul>	

### **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, 2024 is linked here.](#)
- [Rigler's Schoolwide SEL Implementation Rubric](#), completed in Spring, 2023, is linked here.





## **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 in January. Used to monitor and adjust climate initiatives.
- Accessed via the Panorama [dashboard](#).

### *Recent SSS data*

- [Rigler's 2023-34 Scores/Summaries](#)
- [Rigler's 2022-2023 scores/graphs summaries](#)

