

Irvington Elementary School 2025-2026

School Climate Plan



Vision

The Irvington community communicates, collaborates, and connects to reach each student's potential.
Everyone teaches, everyone learns, everyone cares.

Core Values

Show kindness
On task
Act safe
Reach for your best

WHAT IS SCHOOL CLIMATE?

SCHOOL CLIMATE OVERVIEW

School Climate encompasses culturally relevant Positive Behavioral Interventions and Supports (PBIS), restorative practices and schoolwide social-emotional learning opportunities for all students in their classrooms. Racial equity and social justice is woven into all aspects of school climate to ensure that all students feel a sense of belonging and have a positive school experience.

MULTI-TIERED SYSTEM OF SUPPORT

School climate is an essential component of the Multi-Tiered System of Support (MTSS) framework. MTSS is a proactive, data-driven practice used at Portland Public Schools to support all students. It uses evidence-based instruction, intervention and assessment practices to ensure that every student receives the appropriate level of support based on their level of need. Within an MTSS structure, all students receive sustaining **universal supports (Tier I)**. Additional support is provided for students that need it through **targeted interventions (Tier II)**, and **individualized interventions (Tier III)**. These tiered academic and behavioral interventions help eliminate barriers to learning and enable every student to successfully reach their full potential.

SCHOOLWIDE VALUES AND COMMON AREA EXPECTATIONS

Our School's Core Values are

1. Show kindness
2. On task
3. Act safe
4. Reach for my best

Our core values were reimagined with student, staff, family & community input through the help of the 2023-2024 Site Council. Posters are 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 Irvington ensure that our core values are inclusive and affirming.

Students need to understand and exercise our core values on a regular basis to master the skills to be successful and prepared to be college and career ready. All adults acknowledge and reinforce these core values when interacting with students.

Our core values are woven into our regular teaching practices in every lesson and in every class period throughout the grade levels. Staff name them consistently and strategically teach and review our core values throughout the school year.

Common Area Expectations

	Show Kindness	On Task	Act Safe	Reach For Your Best
Assemblies	<ul style="list-style-type: none"> - Use level 0 voice and listen to the speaker, unless directed otherwise. - Stay seated. 	<ul style="list-style-type: none"> - Stay with your class and teacher. - Listen to and face the speaker. 	<ul style="list-style-type: none"> - Follow all directions. - My hands are to myself. 	<ul style="list-style-type: none"> - Applaud politely for all speakers. - I look for ways to connect with and learn from the experience.
Bathrooms	<ul style="list-style-type: none"> - Flush the toilet every time. - Only use the paper towels that I need. - Use level 0-1 voice. - Give people their privacy. 	<ul style="list-style-type: none"> - Go to the bathroom in the toilet/urinal. - Be quick and get back to class. - Put up the bathroom pass. - Go, flush, wash, leave. 	<ul style="list-style-type: none"> - Wash my hands for 30 seconds, always. - Keep my hands to myself while waiting in line. - Tell an adult about any spills or problems. 	<ul style="list-style-type: none"> - Keep the bathroom clean. - Keep water in the sink and put paper towels in the trash.
Cafeteria	<ul style="list-style-type: none"> - Clean up after yourself. - Use level 1-2 voice. - Wait your turn in line. - Share and use the games fairly. 	<ul style="list-style-type: none"> - Get and eat your food in the time you have. - Follow the clean-up procedure. - Only use the bench for sitting and give others space. 	<ul style="list-style-type: none"> - Raise your hand to get up (or use signals). - My food stays on my plate or in my mouth. - Sanitize hands. - I only eat my own food while seated at the table. 	<ul style="list-style-type: none"> - Only take what I need from the "no thank you" table. - Make healthy choices. - Games and activities are put away neatly for the next group.
Hallways	<ul style="list-style-type: none"> - Use level 0-1 voice. - Keep my hands by my sides. 	<ul style="list-style-type: none"> - Arrive to class on time. - I have a hall pass when I'm not with my class. 	<ul style="list-style-type: none"> - Walk to the right in hallways and when going up and down the stairs. - I keep my hands and feet to myself. 	<ul style="list-style-type: none"> - I'm ready to show my hall pass when asked. - Only use my assigned locker.



	<ul style="list-style-type: none"> - Greet others appropriately (waving, smiling, saying hi). 		<ul style="list-style-type: none"> - Face forward when walking in the hall. 	
Office	<ul style="list-style-type: none"> - Say hello and I ask for what I need. - Use level 2 voice. 	<ul style="list-style-type: none"> - Bring a hall pass. - Walk to the office, and go straight back to class after. 	<ul style="list-style-type: none"> - Stay in front of the counter. - Wait my turn. 	<ul style="list-style-type: none"> - Visit the office with staff permission.
Playground	<ul style="list-style-type: none"> - Walk/carry bikes, scooters, and skateboards before and after school (do not use them during recess or in the school). - Play where I can be seen by adults (stay out of the fenced garden). - Use school appropriate language. - Be kind and fair. 	<ul style="list-style-type: none"> - Wear appropriate clothes for the weather. - Line up when it's time to go in. - Keep play away from the bike shed and dumpsters. - Play area is from the covered area on south; the area between the covered area and the building is for entering/exiting only 	<ul style="list-style-type: none"> - Leave sticks, dirt, and wood chips on the ground. - Use my hands in a safe and appropriate way. - Use playground equipment appropriately (e.g., go down slide). - Climb only on play structure equipment (not on trees). - Alert adults of unsafe behavior or if help is needed. - Alert a staff member if I see an unknown adult on school grounds. 	<ul style="list-style-type: none"> - Follow the agreed upon rules of the game. - Show good sportsmanship. - Include everyone who wants to play.
Water Fountain	<ul style="list-style-type: none"> - Wait patiently for my turn. 	<ul style="list-style-type: none"> - 1, 2, 3, 4...no more; then I move to the back if I need more. 	<ul style="list-style-type: none"> - Give space to the drinker, keeping hands to self and being one step back. - My mouth is kept off of the metal faucet. 	<ul style="list-style-type: none"> - Alert an adult if I see a spill or a puddle. - I won't waste water.

Teaching Common Area Expectations

All students are taught the common area expectations at least three times a year (after summer break, winter break, and spring break).

SCHOOLWIDE (TIER 1) CLIMATE PRACTICES

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



- A warm greeting by name each morning
- Classroom community agreements
- Community circles
- SOAR tickets to acknowledge expected behavior
- School counselor classroom lessons
- Social-emotional learning classroom lessons
- Common area expectation lessons three times per year
- Calming spaces in each classroom
- Flexible seating
- Think Sheets to help reflect on behavior

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

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

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

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

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

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



DEFINING STAGE 1 AND STAGE 2/3 BEHAVIORS

Behavior level calibration will be conducted by building staff in order to properly reflect the evolving needs of our community and to accommodate the diverse racial, cultural, linguistic and developmental needs of our school.

Defining Behaviors

Behavior Calibration Chart <i>Behaviors in italics areas listed in Synergy • Bullet points should be defined collaboratively by the school community</i>		
Low Level Behaviors Staff-Supported Behaviors Behaviors are handled on the spot using simple redirections, support strategies and teachable moments (chronic low level: teacher check-in with parent). After 3 redirections, student/teacher will fill out a Think Sheet.	Stage 1 Staff-Supported Behaviors PPS Stage 1 report filled out (Teacher must make contact with family by phone, voice mail, email or in person). After 3 stage 1's for the same behavior team will discuss next steps.	Stage 2/3 Team Supported Behaviors PPS Stage 2/3 report filled out, Administrator will contact the parent. Staff members must make follow up contact by phone or in person with family within 24-48 hours.
Language <ul style="list-style-type: none"> Language "slips" Inappropriate non-swear language Student repeats language but doesn't understand its meaning 	Swearing/Vulgarity (written/spoken) <i>Mild Cursing</i> <ul style="list-style-type: none"> Chronic use of swear words Use of obscene hand gestures Minor suggestive/sexual talk 	Swearing/Vulgarity (written/spoken) <i>Indecent Gesture</i> <i>Language, Abusive/Profane</i> <ul style="list-style-type: none"> Use of swear words directed at others Repeated or obscene/offensive hand gestures Repeated or explicit/offensive 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 	Vandalism/Theft/Misuse of Property <i>Damaging Property</i> <i>Taking Others Property</i> <ul style="list-style-type: none"> Thoughtlessly damaging property –can be easily fixed w/little time or no cost Taking other's possessions without intent to be hurtful to anyone else. 	Vandalism/Theft/Misuse of Property <i>Technology, Use Violation</i> <i>Theft-Minor or Major</i> <i>Possession of Stolen Property</i> <i>Property Damage-Minor or Major</i> <ul style="list-style-type: none"> Taking others possessions to keep Purposefully damaging property- may be timely or costly to fix
Annoyances <ul style="list-style-type: none"> Lack of focus Noise making and/or talking Out of seat Cutting in line 	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 others while working Argumentative to peers and adults 	Chronic/Serious Classroom Disruption <i>Disruptive Conduct, Off Limits</i> <ul style="list-style-type: none"> Disruptions where area or room needs to be cleared
Reluctant Compliance <ul style="list-style-type: none"> Initially resisting or ignoring directions 	Ignoring Instructions <i>Mild Defiance, Not Following Directions</i> <ul style="list-style-type: none"> Repeatedly and intentionally ignoring reasonable requests Significant talk back 	Defiance <i>Insubordination, Defiance, Disobedience</i> <ul style="list-style-type: none"> More aggressive body and/or verbal language Chronically ignoring reasonable requests from any and all staff members
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, Putdowns, 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, Extortion, Abusive/Profane Language</i> <ul style="list-style-type: none"> Documented patterns of "put downs," "roasts," or personal attacks Threats/extortions Ethnic/racist, sexist, disability related, sexual orientation or religious based remarks



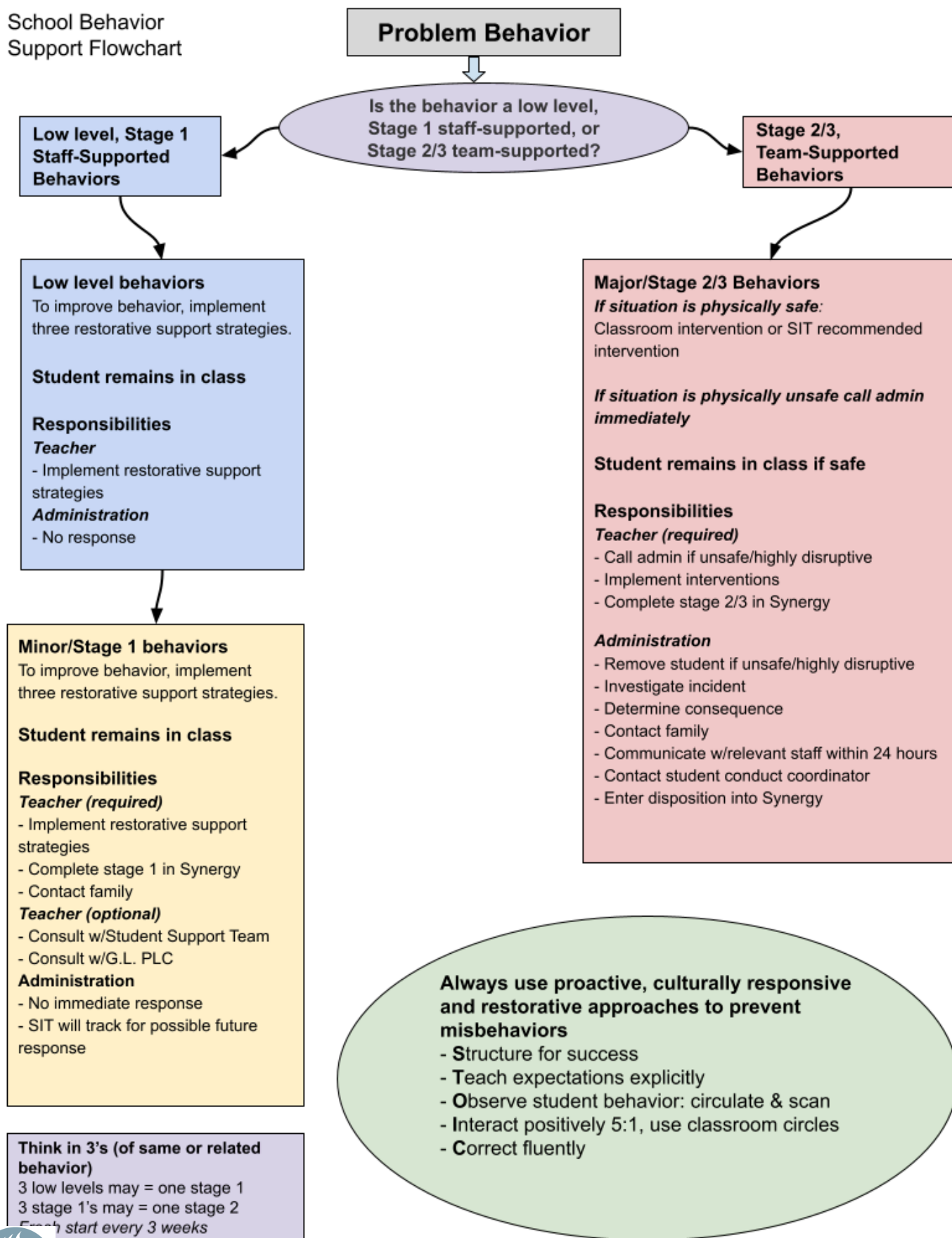
Not Keeping Hands/Feet/Objects to Self <ul style="list-style-type: none"> ● Poking or pushing ● Pinching, jostling ● Throwing class materials ● Dunking ● Retaliating as above 	Roughness <i>Play Fighting</i> <ul style="list-style-type: none"> ● Play wrestling, body holds, light kicking, light hitting, shoving ● Pre-fighting: aggressive posturing and/or pushing ● Throwing class materials at another student ● Anywhere within school building 	Fighting/Aggression <i>Threat Causing Fear of Harm, Physical Attack/Harm, Physical Contact-Inappropriate</i> <ul style="list-style-type: none"> ● Hitting/kicking/punching/pushing with the intent to seriously harm ● Encouraging another to fight ● Throwing class materials to harm others ● Repeated play fighting in inappropriate time and place
Punctuality <ul style="list-style-type: none"> ● Late to class (up to 5 min) ● Leaving class without permission ● Skipping class 	Attendance & Punctuality <i>Not Following Directions, Running</i> <ul style="list-style-type: none"> ● Repeatedly late to class ● Repeatedly (3 to 4 times in 3 week period) leaving class without permission ● Repeated skipping of class (3 to 4 times in 3 week period) 	Cutting/Elopement <i>Tardiness, Class Cutting</i> <ul style="list-style-type: none"> ● Leaving campus without permission ● Chronic skipping of class (3 to 4 times in same week)

DISCIPLINE POLICIES

Irvington has created and calibrated around a flowchart to describe how staff respond to unexpected behaviors. If a student is escalated such that the flowchart below does not meet their needs, they may utilize the school's deescalation space. De-escalation spaces are a predesignated space in the school, not the classroom, for students to de-escalate with adult support.



School Behavior Support Flowchart



Purpose of All Student Behavior Responses:
De-escalate, Resolve, Restore, Re-teach, Return to Learning

EFFECTIVE CLASSROOM PRACTICES PLAN

Every teacher will have an Effective Classroom Practices Plan (ECP Plan). ECP Plans will be shared with administration no later than the day before back to school night. Co-creating classroom practices reduces variability between classrooms and makes it more consistent for students. Some sample plans are provided below and professional development time will be provided in the first two weeks of school to complete these documents.

The Effective Classroom Practices Plan template, covers the essential features of effective classroom practices: Structure, teaching expectations, acknowledging positive behaviors, and supporting regulation & restorative practices.

FEEDBACK AND ACKNOWLEDGEMENT SYSTEMS

Research shows that when staff observe and acknowledge students exhibiting appropriate behaviors, those behaviors will increase and misbehaviors will decrease. Specific praise is extremely important in increasing the recurrence of appropriate behaviors. When observing appropriate behaviors in the common areas/ classrooms/ buses, all staff acknowledge students exhibiting our core values verbally and by SOAR tickets, along with specific praise.

FIDELITY DATA

Culturally Responsive Tiered Fidelity Inventory (CR-TFI) & Fidelity Implementation Tool (FIT)

This School Climate Plan is under continuous review using both the CR-TFI and domains in the FIT Assessment that pertain to strong and positive school culture and inclusive behavior/social emotional instruction.

These tools guide the action planning for the implementation of a positive school climate and connect directly with this School Climate Plan and the School Continuous Improvement Plan.

Current Improvement Plans

- Link to school CR-TFI Action Plan [here](#)
- Link to SCIP [here](#)

Successful Schools Survey (SSS)

- Completed once a year in November by all students (grades 3-12), staff, and families.
- Reviewed by the School Climate Team and shared with staff, students and families. Used to monitor and adjust climate initiatives.
- Accessed via the Panorama [dashboard](#).

