
Mary Rieke Elementary Climate Plan

2026-2027

Mission	Vision	Core Values
A community dedicated to inspiring academic and creative excellence, responsive citizenship, and a lifelong love of learning	Rieke will be a model of excellence in instruction, community and communication.	<i>Be Safe</i> <i>Be Respectful</i> <i>Be Responsible</i> <i>Be Kind</i>

WHAT IS SCHOOL CLIMATE?

SCHOOL CLIMATE OVERVIEW

School Climate encompasses culturally relevant Positive Behavioral Interventions and Supports (PBIS), restorative practices and schoolwide transformative social-emotional learning opportunities for all students. Racial equity and social justice are woven into all aspects of school climate to ensure that all students experience 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. 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. Safe
2. Respectful
3. Responsible
4. Kind

Our Core Values were created with student, staff, caregiver & community input. These values are posted throughout the school in order to make them visible to students, staff and caregivers. The intention is to share a consistent message about what we value as a school community and what this looks like in common areas and classrooms across the school.

Our core values are woven into our social emotional learning curriculum as well as regular teaching practices in every lesson and in every class period throughout the grade levels. Staff name the values consistently, strategically teach and review them throughout the school year and positively reinforce them when interacting with students.

Common Area Expectations

☰ Rieke Common Area Expectations

TEACHING COMMON AREA EXPECTATIONS

All students are taught the common area expectations at least three times a year, after long breaks.

August 26-September 30,2025: Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide.
January 4 - January 8, 2026: Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide (through the video news).
March 29 - April 2, 2026: Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide (through the video news).
As indicated by Rieke discipline data collected during the school year

SCHOOLWIDE (TIER 1) CLIMATE PRACTICES

Each Rieke 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:

- Positive and frequent connections including a warm greeting by name each morning
- Classroom Community Agreements
- Community Circles and Social Emotional Learning classroom lessons
- Daily/class visual schedule and learning targets/success criteria posted and reviewed
- Expectations and routines explicitly taught, modeled, practiced and reviewed
- Calming spaces and alternative seating in each classroom
- Differentiated and culturally relevant/responsive instruction with scaffolded support for all students
- [Restorative Think Sheets](#)
- Rocket Fuel to acknowledge expected behavior with 5:1 ratio
- School counselor classroom lessons
- SEL curriculum implementation: Caring School Communities



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. **Caregivers 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

PERSONAL ELECTRONIC DEVICES:

In alignment with PPS board policy, students must keep personal electronic devices off and away throughout the school day. This includes cell phones, tablets, smart watches, and similar devices. This is reflected in our school's behavior matrix and discipline flowchart, linked below.

BEHAVIOR DEFINITIONS AND DISCIPLINE PRACTICES

Rieke has created and aligned behavior definitions and discipline practices to describe how staff will consistently 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 de-escalation space. De-escalation spaces are a



predesignated non-punitive space in the school, not the classroom, for students to de-escalate with adult support.

[Rieke School Behavior Matrix 25-26](#)

[Behavior Flow Chart](#)

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

EFFECTIVE CLASSROOM PRACTICES PLANS

Every teacher will have an Effective Classroom Practices Plan (ECP Plan). These plans cover the essential features of effective classroom practices: Structure, teaching expectations, acknowledging positive behaviors, and supporting regulation & restorative practices.

Co-creating classroom practices reduces variability between classrooms and makes expectations and routines more consistent for students. Teachers are given time to create aligned plans prior to the start of school, and plans are shared with administration no later than the day before Back to School Night.

See sample of Effective Classroom Practices Plans here.

[Rieke Old Plans Folder](#)

[RIEKE 26-27 ECCP Plans](#)

FEEDBACK AND ACKNOWLEDGEMENT SYSTEMS

Research shows that when staff observe and acknowledge students exhibiting expected behaviors, those behaviors will increase and unexpected behaviors will decrease. Specific praise is important in increasing the recurrence of expected behaviors. When observing expected behaviors in the common areas/ classrooms/ buses, all staff acknowledge students exhibiting our core values verbally, with specific praise, and by awarding Rocket Fuel.

Description of our school-wide acknowledgement system:

- Rocket Fuel are awarded to students caught doing the right thing. Each staff member should aim to give out at least 10 per day.
- Weekly winners are announced to earn a popsicle and introduce the Rieke News for the following week.

At Rieke we recognize our students for being Safe, Respectful, Responsible, and Kind with **Rocket Fuel**. Please keep a collection of these with you to hand out to any students you see following our school wide expectations in our common areas (hallway, bathroom, cafeteria, and playground). These are also used as a classroom incentive. Each classroom teacher may also have their own reward system that is used in the classroom.



Portland Public Schools

4/26/26

Family/Caregiver Involvement & Feedback Opportunities

AUGUST ● Connect to Kinder ● Community Care Day	SEPTEMBER ● Back to School Night ● Welcome Back Picnic ● PTA Meeting	OCTOBER ● Site Council Meeting ● PTA Meeting
NOVEMBER ● Conferences ● PTA Meeting	DECEMBER ● Site Council Meeting ● PTA Meeting	JANUARY ● STEAM Night ● PTA Meeting
FEBRUARY ● Connect to Kinder ● Site Council Meeting ● Staffing Survey ● PTA Meeting	MARCH ● Site Council Meeting ● PTA Meeting	APRIL ● Connect to Kinder ● PTA Meeting
MAY ● Art Fair ● End of Year Picnic ● Site Council Meeting ● PTA Meeting	JUNE	



DATA THAT INFORMS OUR CLIMATE PLAN

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

-  **Rieke - CR-TFI Action Plan Template Winter 2025-26**
- [Rieke 25-26 SCIP Graphic](#)

Successful Schools Survey (SSS)

- Completed once a year in November by all students (grades 3-12), staff, and caregivers.
- Reviewed by the School Climate Team and shared with staff, students and caregivers. Used to monitor and adjust climate initiatives.

Recent SSS data

-  **Successful Schools Survey**

