
Rigler Climate Plan

25-26

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.

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.

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 Values are

1. Kind
2. Safe
3. Mindful
4. Engaged

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

TEACHING COMMON AREA EXPECTATIONS

All students are taught the common area expectations at least three times a year after long breaks. Additional sessions are led periodically for students who are new to our school.

[Common Area Expectations Posters](#) & [Common Area Expectation Lessons](#)



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
- School wide monthly assemblies
- Cross-age Buddy Classes

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?
• Spreading out to supervise the full area • Circulating unpredictably • Visually scanning playground and street area • Giving PAWS to acknowledge expected behaviors positively • 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	• Interacting positively with students • Giving 3 acknowledgements to 1 correction • Correcting calmly and respectfully • Aligning acknowledgments 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
Active supervision is NOT: • 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	



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.**

Staff participate in professional learning about the [SIT referral process](#).

Example Tier II Behavior Interventions	
Function: Access/Obtain Check In/Check Out Social/Emotional Skills Group Check and Connect Affirmations/Star Charts	Function: Escape/Avoid Breaks are Better Check and Connect Social/Emotional Skills Group Affirmations/Star Charts
Example Tier III Behavior Practices & Intervention	
PRACTICES (non-exhaustive)	INTERVENTION (exhaustive)
Safety Plan Supervision Plan Planning for Managing Escalating Behaviors (w FBA/BSP)	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

RIGLER BEHAVIOR CLASSIFICATIONS AND DEFINITIONS: GUIDELINES

Low Level Behaviors Student remains with class. RESPONSIBILITIES <i>Teacher</i> - On-the-spot response using simple redirections, support strategies and reteaching - Chronic behaviors: check-in with family <i>Support Team</i> - No Response	Type I Behaviors Student remains with class. RESPONSIBILITIES <i>Teacher</i> - Implement Interventions - Input Stage 1 Referral in TeacherVue - Contact family - Optional: consult with PLC &/or SIT <i>Support Team</i> - SIT will track for possible future response	Type II Behaviors Student remains with class. (Support can push in). RESPONSIBILITIES <i>Teacher</i> - Implement Tier I Interventions whenever appropriate - Complete Stage 2/3 Office Discipline Referral - Contact family - Inform admin w/in 24 hours; admin will make follow-up contact as needed <i>Support Team</i> - SIT will track for possible future response	Type III/IV Behaviors Student removed from class with support. RESPONSIBILITIES <i>Teacher</i> - Call for support - Complete Stage 2/3 Office Discipline Referral Admin Response - Investigate - Determine consequences - Contact family - Communicate w/ staff w/in 24 hours - Input Incident in Synergy
PERSONAL ELECTRONIC DEVICE Student forgot to turn off their device, including cell phones, tablets, smart watches, etc, when they arrived at school and it pings, but they weren't using it and it has been away since they've arrived at school.	PERSONAL ELECTRONIC DEVICE Student does not have their device off and away. First violation.	PERSONAL ELECTRONIC DEVICE Second violation and third violations-device is confiscated, logged using the Prohibited Item Google Form. Documented as Stage 2. See the Student Rights and Responsibilities Handbook p. 5 for more details.	
LANGUAGE - Language "slips" - Unkind words (e.g. teasing, putdowns, ridiculing) - Inappropriate non swearing language which may not be understood by student	SWEARING/VULGARITY (written/spoken/actions) <i>Mild Cursing</i> - 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	SWEARING/VULGARITY (written/spoken/actions) <i>Indecent Gesture/Exposure Abusive/Profane Language</i> - Use of "greater" swear words directed at others - Repeated obscene/offensive gestures or sexual talk	SWEARING/VULGARITY (written/spoken/actions) <i>Indecent Gesture/Exposure</i> - Exposing oneself - Explicit sexual talk
VANDALISM/THEFT/MISUSE OF PROPERTY - 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> - 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> - Inappropriate internet searches - Technology policy violations - Taking others' possessions	VANDALISM/THEFT/MISUSE OF PROPERTY <i>Theft - Minor or Major Property Damage-Minor or Major</i> - Purposefully damaging property - may be timely or costly to fix - Taking others' possessions to keep
ANNOYANCES - Lack of focus/distracting self and others - Noise making - 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> - 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> Frequently moving about the room, initiating interactions with others during class time	SERIOUS CLASSROOM DISRUPTION <i>Disruptive Conduct</i> - Disruptions such that area or room needs to be cleared - Unsafe Behaviors (climbing on furniture, throwing chairs, etc)



RELUCTANT COMPLIANCE - Initially resisting or ignoring directions - Not responding in a timely matter, in alignment with class routines/environment	IGNORING INSTRUCTIONS <i>Mild Defiance</i> <i>Not Following Directions</i> - Repeatedly and intentionally ignoring reasonable requests - Significant back talk	DEFIANCE <i>Insubordination/Defiance/Disobedience/Leaving w/out Permission</i> Chronically ignoring reasonable requests from any and all staff members	DEFIANCE <i>Insubordination/Defiance/Disobedience/Elopement</i> Posturing/aggressive body language towards teacher without standing down
TEASING - Altering names - Annoying on purpose: bugging - Doesn't care if it hurts other's feelings	LOW LEVEL -HARASSMENT <i>Teasing/Put-downs</i> <i>Bothering/Pestering</i> "Put Downs" or "roasts" - Threatening stares (body language) - Mean-spirited teasing - Personal verbal attacks	HARASSMENT <i>Harassment/Bullying</i> <i>Abusive/Profane Language</i> - 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</i> <i>Abusive/Profane Language</i> - 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 - Poking or pushing - Pinching, jostling - Throwing class materials - Retaliating as above	ROUGHNESS <i>Play Fighting Pushing/Shoving</i> - Play wrestling, body holds, light kicking, light hitting, shoving - Pre-fighting, aggressive posturing - Throwing class materials at another student - No serious harm to others (no mark, breaking skin, blood, etc.)	FIGHTING/AGGRESSION/WEAPONS <i>Physical Contact - Inappropriate, Physical Contact/Harm</i> - Hard and/or persistent pushing - Intentional physical contact that causes harm (treated by nurse) - Spitting on someone - Encouraging another to fight - Repeated play fighting in inappropriate time and place	FIGHTING/AGGRESSION/WEAPONS <i>Threat Causing Fear of Harm</i> <i>Intimidation Physical Attack/Harm</i> <i>Possession of Prohibited Item/Weapon</i> - Hitting/kicking/punching/pushing with the intent to seriously harm - Throwing things w/ intent to harm - Any type of weapon, including simulated
PUNCTUALITY - 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> - Repeatedly (3-4 times/week) leaving class without permission - Repeatedly skipping class	CUTTING <i>Class Cutting</i> Chronic skipping of class (3-4 times in a week)	ELOPEMENT <i>Class Cutting</i> Leaving school without permission

Responding to Behaviors

	Low-Level Behaviors Classroom Intervention Student remains with class.	Stage 1 Classroom Intervention Student remains with class.	Stage 2 Classroom Intervention - Option for Support Student remains with class.	Stage 3 Office Intervention Student removed from class with support.
Sample Supports & Interventions	- Acknowledgement of expected behaviors - First attention to best conduct 30-second intervention - Reteach rule - Gentle reprimand - Keep in proximity - Pre-correction - Private redirection - Praise for taking responsibility - Identify replacement behavior - Modify/differentiate work	- Classroom goal-setting/behavior contract - Class circle/community meeting	SIT Process & Tier II Interventions - Daily Progress Report - Check-in/check-out - Mentor at school/check and connect - Breaks are Better - Social Skills groups - Safety plan - Determined by Administrator according to Student Rights and Responsibilities Handbook	



Sample Restoration & Accountability Steps	• Restorative inquiry and dialogue • Change seating • Family contact • Time in quiet space (in-class) • Loss of privilege • Active but restricted recess/activities (ex: "walk the perimeter") to provide an opportunity for reflection • Informal behavior contract	• Repair Reflection • Restorative inquiry and conversation with student(s) involved followed by tangible repairing of harm • Time out/Partner Class Reset with (out of class- less than 15 minutes) • Parent contact documentation • Structured or restricted recess • Loss of privilege/time out	• Repair session with Admin and Admin parent communication • Admin follow-up with staff • Class circle/community meeting • Restorative Community Service • Loss of privilege	• In-school Suspension • Consequence determined by Administrator according to Student Rights and Responsibilities Handbook
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DISCIPLINE POLICIES

Rigler has developed and calibrated around this [Discipline Response Flowchart](#). This document summarizes [Behavior Supports at Rigler](#).

- This [student-facing discipline flowchart](#) describes how **staff respond to student misbehaviors**.
- This [protocol](#) describes the process to **call for support** with addressing student behavior.

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 non-punitive space in the school, not the classroom, for students to de-escalate with adult support. At Rigler, we call this the Wiggle Room. In the Wiggle Room, students have space to de-escalate with adult support before returning to class.

Our process for reintroducing students to class: Teacher warmly welcomes the student back into the class. The adult who has been supervising the time away from class supports the student to orient to the learning task/activity. Adults will connect with one another, when students are not present, to debrief. This is a restorative response; these actions reduce student anxiety and negative attention as well as supports student reintegration into the class.

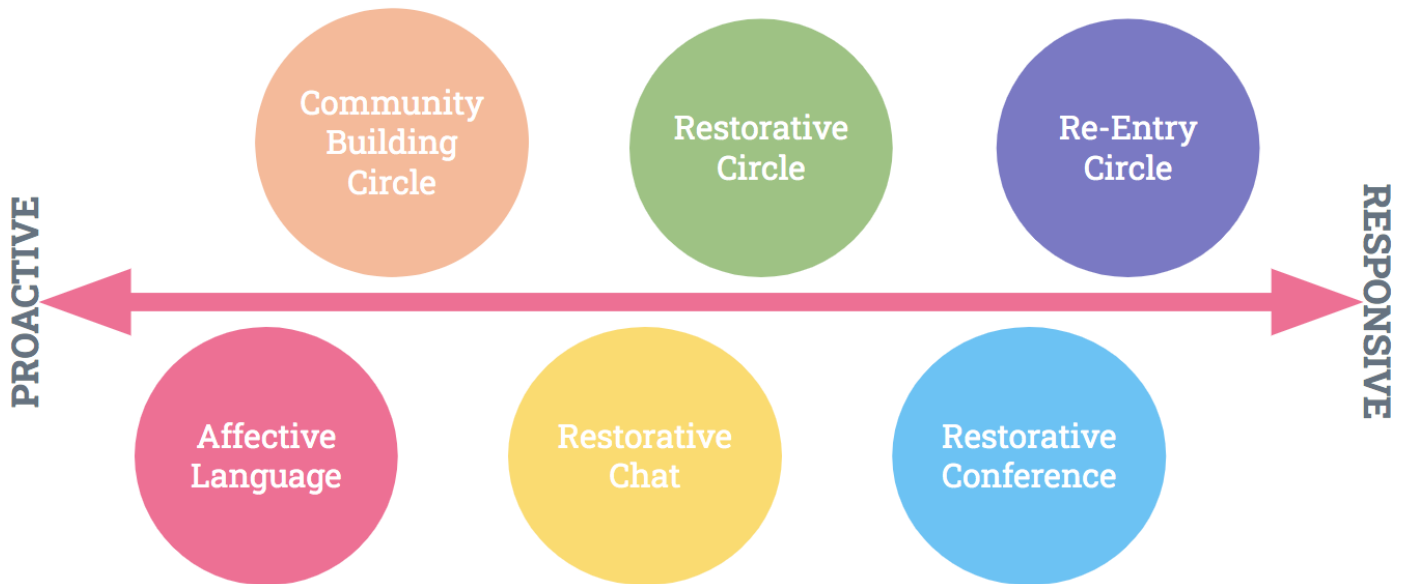
Purpose of All Student Behavior Responses:

De-escalate, Resolve, Restore, Re-teach, Reintegrate, Return to Learning
At Rigler we do not send students to the office.

RESTORATIVE PRACTICES AT RIGLER: This [document outlines for students](#) restorative support strategies staff will implement to improve students' behavior. Rigler staff uses [these questions](#) to guide restorative conversations with students. Students and or staff use this document to guide their restorative conversations [Think Sheet/Restorative Chat](#)



Six Core Restorative Practices



EFFECTIVE CLASSROOM PRACTICES PLAN

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 it 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 Effective Classroom Practices Plans here: [Effective Classroom Practices Plans 25-26](#).

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 will be linked within this shared document and housed in our [Rigler Staff Folder](#).

The [Guest Teacher Notebook template and support resources are linked here](#).

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 PAWS.

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	Buddy Classes Student Leadership to develop student capacity and encourage student voice in upper grades	Early Release Days ☰ Student Leader Job Idea Spirit Days Schoolwide assembly presentations	Classroom Teachers & Support Staff Counselor and Student Leadership will coordinate
Student Affinity Groups	Rainbow Alliance Coordinate with NAYA New Arrivals	Fall and ongoing	<i>Coordinators still TBD</i>

PROCESS FOR WELCOMING NEW STUDENTS & STAFF

☰ Plan for Welcoming New Students and Families

Family/Caregiver Involvement & Feedback Opportunities (To be updated in Fall, 2025)

JULY/AUGUST • Leap into Kinder • Community Care Day • <i>Ice Cream Social</i>	SEPTEMBER • Back to School Night • Climate Team Meeting • Site Council Meeting	OCTOBER • Climate Team Meeting • Literacy Night • Site Council Meeting
NOVEMBER • Dia de los Muertos Celebration • Climate Team Meeting • Conferences	DECEMBER • Climate Team Meeting • Site Council Meeting • Talent Show	JANUARY • Community Care Day • Climate Team Meeting • Site Council Meeting



FEBRUARY ● Black Brilliance Celebration ● Climate Team Meeting ● Site Council Meeting ● Staffing Survey	MARCH ● Climate Team Meeting ● Connect to Kinder ● Site Council Meeting ● SUN Showcase	APRIL ● Climate Team Meeting ● Connect to Kinder ● Family Math Night ● Talent Show ● Día del Niño ● Site Council Meeting
MAY ● Climate Team Meeting ● Connect to Kinder ● Feria de Rigler ● Site Council Meeting	JUNE ● Site Council Meeting ● Climate Team Meeting	

Opportunities to Volunteer are available throughout the year. Please consult our Volunteer Handbook or reach out to Padres Unidos or our Main office, 503-916-6451.

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

- [CR-TFI Action Plan_Rigler 25-26](#)
- [RJ Rubric](#)
- [School Continuous Improvement Plan](#)

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 24-25](#)
- [Successful Schools Survey_23=24](#)

