

# Buckman Arts Focus K-5 • 2024-2025

## School Climate Plan

### Mission

*The mission of Buckman Arts Focus Elementary School is to support students as they develop and contribute their creativity and academic knowledge through collaboration, critical thinking, and arts integration. We commit to curricular and systemic change to uplift anti-racist teaching in all subjects and with all grades. We strive to enable every student at Buckman to carry with them a strong social awareness, a sense of identity, and a commitment to civic engagement.*

### Vision

*Buckman nurtures the whole child and strives for academic excellence*

### Core Values

#### **R.O.A.R.S.**

*Respect  
Ownership  
Attitude  
Responsibility  
Safety*



### 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 School's Core Values are

#### R.O.A.R.S.

*Respect*  
*Ownership*  
*Attitude*  
*Responsibility*  
*Safety*

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 Buckman 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

## Buckman Bears PBIS Matrix

	Restroom	Cafeteria	Playground	Hallways/Stairs	Classroom
<b>R = respect</b> I treat someone or something as important, show kindness, and care.	<ul style="list-style-type: none"><li>• Give privacy</li><li>• Eyes to self</li><li>• Use 0-1 voice</li></ul>	<ul style="list-style-type: none"><li>• Hand up to get up</li><li>• Wait your turn</li><li>• Quiet, kind conversation</li></ul>	<ul style="list-style-type: none"><li>• Take turns</li><li>• Follow adult directions</li><li>• Use kind words</li><li>• Respect others' personal space and boundaries</li></ul>	<ul style="list-style-type: none"><li>• Stop, look, listen, &amp; respond kindly</li><li>• Level 0 voice in line, Level 1 for group work</li></ul>	<ul style="list-style-type: none"><li>• Ask permission first</li><li>• Raise your hand to speak</li><li>• Honor personal space and property</li></ul>
<b>O = ownership</b> I take charge of my choices and accept consequences.	<ul style="list-style-type: none"><li>• Keep it clean</li><li>• Go, Flush, Wash, Leave</li><li>• Use only what you need</li></ul>	<ul style="list-style-type: none"><li>• Team up to clean up</li><li>• Eat first, talk second</li><li>• Feed your brain with healthy food</li></ul>	<ul style="list-style-type: none"><li>• Line up quickly</li><li>• Take in what you bring out</li><li>• Take care of the playground</li></ul>	<ul style="list-style-type: none"><li>• Monitor yourself.</li><li>• Keep lockers neat, orderly, and closed</li><li>• Help keep hallways clean</li></ul>	<ul style="list-style-type: none"><li>• Do your best</li><li>• Participate</li><li>• Keep materials organized</li><li>• Team up to clean up</li><li>• Accept decisions</li></ul>
<b>A = attitude</b> I do my best,	<ul style="list-style-type: none"><li>• Calm</li><li>• Quiet</li><li>• Caring</li></ul>	<ul style="list-style-type: none"><li>• Be courteous to others</li><li>• Use manners</li><li>• Move to new</li></ul>	<ul style="list-style-type: none"><li>• Everyone can play</li><li>• Play fair</li><li>• Accept</li></ul>	<ul style="list-style-type: none"><li>• Be positive, polite, calm and friendly</li><li>• Accept rules and redirection</li></ul>	<ul style="list-style-type: none"><li>• Persevere</li><li>• Be brave enough to make mistakes</li></ul>



persevere, and cooperate with others.		seat when asked	redirection • Calm down before problem solving	• Share locker space	• Practice kindness • Make problems smaller
<b>R = responsibility</b> I am reliable, dependable, and can be trusted to do what is expected of me.	<ul style="list-style-type: none"> <li>• Ask for adult permission</li> <li>• Wait your turn</li> <li>• Report problems immediately</li> <li>• Leave stalls unlocked when finished</li> </ul>	<ul style="list-style-type: none"> <li>• Follow directions quickly</li> <li>• Remain seated at your assigned table</li> <li>• Follow the quiet signal (5-4-3-2-1-0)</li> </ul>	<ul style="list-style-type: none"> <li>• Use equipment appropriately</li> <li>• Report persistent problems immediately</li> </ul>	<ul style="list-style-type: none"> <li>• Follow directions quickly</li> <li>• Calm Body: eyes, forward, hands and feet to self</li> <li>• Take direct path to destination</li> <li>• Cell phones off and away all day</li> </ul>	<ul style="list-style-type: none"> <li>• Follow directions the first time</li> <li>• Be ready to give and receive help</li> <li>• Use only what you need</li> </ul>
<b>S = safety</b> I protect myself and others from physical and emotional harm.	<ul style="list-style-type: none"> <li>• Keep feet on floor and body to self</li> <li>• Use restroom as intended</li> </ul>	<ul style="list-style-type: none"> <li>• Clean hands before eating</li> <li>• Eat your own food</li> <li>• Walking feet</li> <li>• Keep hands, feet, and body to self</li> <li>• Bottoms down, feet in</li> </ul>	<ul style="list-style-type: none"> <li>• Stay in designated area</li> <li>• Be aware of who is around you</li> </ul>	<ul style="list-style-type: none"> <li>• Walk and keep feet on the floor</li> <li>• Walk on the right side of the hall</li> <li>• Use safe behavior in the stairways</li> <li>• Maintain appropriate line spacing</li> </ul>	<ul style="list-style-type: none"> <li>• Walk</li> <li>• Keep hands, feet, and body to self</li> <li>• Take care of self</li> <li>• Use materials appropriately</li> </ul>

### TEACHING COMMON AREA EXPECTATIONS

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

#### [Lesson Plans](#)

### 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:

<p><b>Low Level Behaviors</b></p> <p><b>Any Adult Can Support</b></p> <p><b>(Right here, with me)</b></p>	<p><b>Minor/Stage 1</b></p> <p><b>Classroom Managed Behaviors (Right here, with me; family notified)</b></p>	<p><b>Major/Stage 2/3</b></p> <p><b>Office Managed Behaviors (with admin)</b></p>
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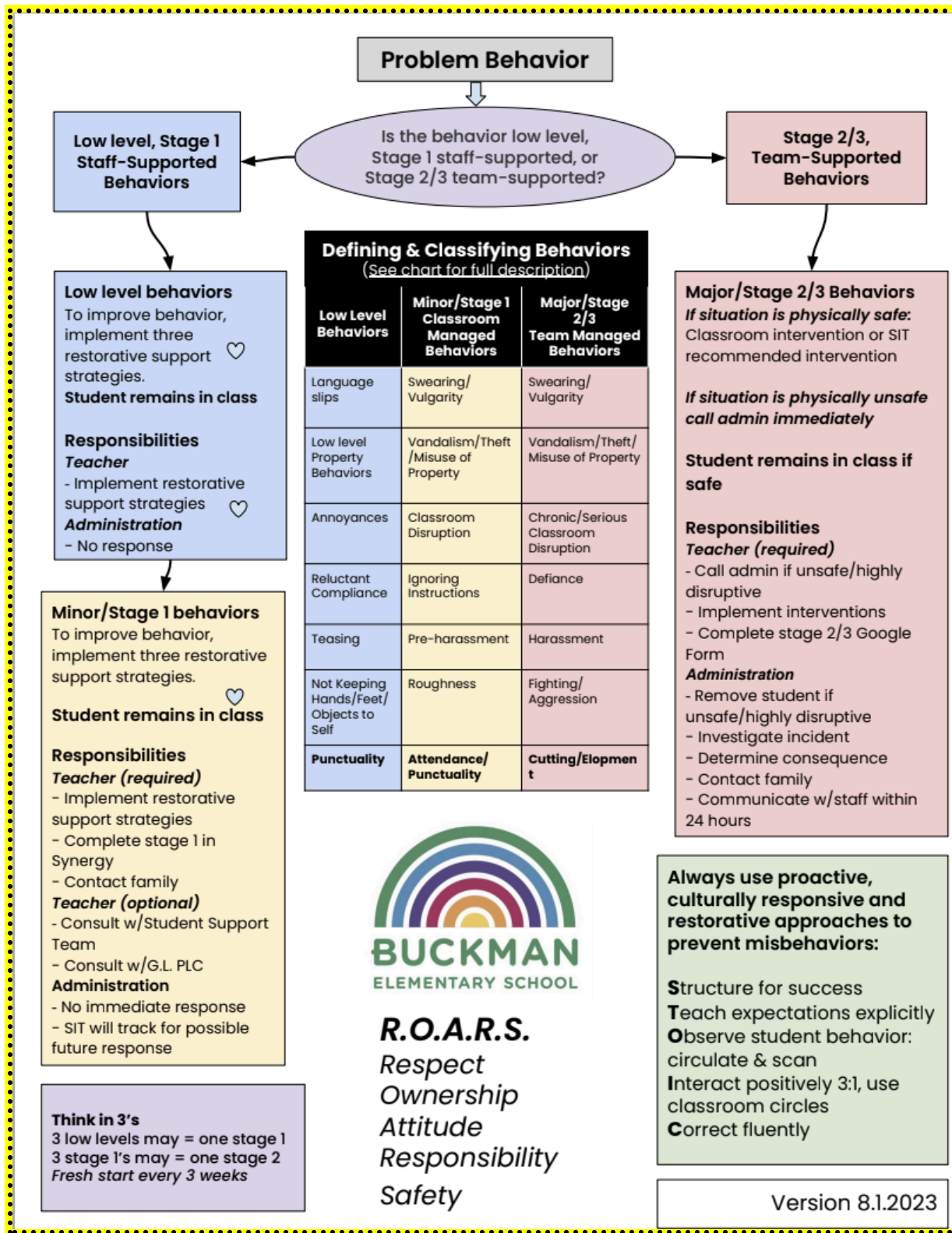
Behaviors are handled on the spot using simple redirections, intervention strategies and teachable moments (Repeated minor: teacher check-in with parent)	PPS Stage 1 report used (Teacher must make contact with parent by phone, voice mail, email or in person.)	Google Form Stage 2-3 referral form used: Teacher must make contact with parent by phone, voice mail, email, text, or in person. Tell the parent that the administrator may contact if there are disciplinary consequences. May require a restorative meeting.
<b>Language</b> <ul style="list-style-type: none"> <li>• Language “slips”</li> <li>• Inappropriate non swearing language</li> <li>• Inappropriate language not understood</li> </ul>	<b>Swearing/Vulgarity</b> (written/spoken) <ul style="list-style-type: none"> <li>• Repeated use of rude words</li> <li>• Reported use of hand gestures</li> <li>• Sexual Talk</li> <li>• Discriminatory and abusive language</li> </ul>	<b>Swearing/Vulgarity</b> (written/spoken) <ul style="list-style-type: none"> <li>• Use of profanity</li> <li>• Use of obscene hand gestures</li> <li>• Repeated or explicit sexual talk</li> <li>• Discriminatory and abusive language (repeated or intentional)</li> <li>• Disrespectful body language (repeated)</li> </ul>
<b>Vandalism/Theft/Misuse of Property</b> <ul style="list-style-type: none"> <li>• Careless accident</li> <li>• Climbing on bathroom stalls, soaping mirror</li> <li>• Spending too long in the bathroom</li> </ul>	<b>Vandalism/Theft/Misuse of Property</b> <ul style="list-style-type: none"> <li>• Teasingly taking others possessions</li> <li>• Thoughtlessly damaging property –can be easily fixed w/ little time or no cost</li> </ul>	<b>Vandalism/Theft/Misuse of Property</b> <ul style="list-style-type: none"> <li>• Taking others possessions to keep</li> <li>• Purposely damaging property – if fixable. timely or cost involved</li> </ul>
<b>Annoyances/Disruptions</b> <ul style="list-style-type: none"> <li>• Inattention/laying down</li> <li>• Noise making</li> <li>• Out of seat</li> <li>• Cutting in line</li> <li>• Seat safety</li> </ul>	<b>Classroom Disruption</b> <ul style="list-style-type: none"> <li>• Repeated Talk Outs</li> <li>• Silly Answers/behaviors</li> <li>• Repeatedly interrupting others while working</li> </ul>	<b>Chronic/Serious Classroom Disruption</b> <ul style="list-style-type: none"> <li>• Stopping the Learning Process</li> <li>• Unsafe Behaviors (e.g., knocking things over, throwing)</li> </ul>
<b>Reluctant Compliance</b> <ul style="list-style-type: none"> <li>• Initially resisting or ignoring directions</li> <li>• Isolated incident of disrespectful words to peers or adults</li> </ul>	<b>Ignoring Instructions</b> <ul style="list-style-type: none"> <li>• Ignoring reasonable requests</li> <li>• Refusal or avoidance</li> <li>• Argumentative to peers or adults</li> </ul>	<b>Defiance</b> <ul style="list-style-type: none"> <li>• Refusal to follow directions</li> </ul>

<b>Teasing</b> <ul style="list-style-type: none"> <li>• Altering names</li> <li>• Annoying on purpose: bugging</li> <li>• Teasing (not stopping)</li> </ul>	<b>Pre-harassment</b> <ul style="list-style-type: none"> <li>• “Put Downs”</li> <li>• Threatening stare</li> <li>• Mean-spirited teasing</li> </ul>	<b>Harassment</b> <ul style="list-style-type: none"> <li>• Patterns of “put downs”</li> <li>• Threats/extortions</li> <li>• Ethnic/racist, sexist, disability related, sexual orientation or religious based remarks and/or racial slurs</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>• Retaliating as above</li> </ul>	<b>Roughness</b> <ul style="list-style-type: none"> <li>• Play wrestling, body holds, light kicking, shoving</li> <li>• Pre-fighting, aggressive posturing – pushing</li> </ul>	<b>Fighting/Aggression</b> <ul style="list-style-type: none"> <li>• Hitting/kicking/punching or biting</li> <li>• Encouraging another to fight</li> </ul>

### **DISCIPLINE POLICIES** [Link](#)

Buckman has created and calibrated around a flowchart to describe how staff respond to student misbehaviors.





## 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.

### [Effective Classroom Practices Folder](#)

Guest Teacher Support Plan (coming soon!)

## 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 Bear Hug tickets along with specific praise.

Description of our school-wide acknowledgement system:

Type	What	When/Where	Who Gives Them?
<b>Immediate/ High frequency</b>	Bear Hugs	Classroom & Common areas	All Staff
<b>Redemption of immediate/ High Frequency</b>	Bear Hugs are used to 'vote' for class rewards (e.g. pajama day, extra recess, etc.)	Bear Hug rewards are collective; In classroom, 1-2 times per month	Admin, classroom teacher, student leadership
	Bear hug drawings	1x per week	Principal Ditto
<b>Long term SW Celebrations</b>	Monthly ROARS Assemblies Spirit Week Quarterly	School-wide	All staff/students
<b>Continued Excellence Programs</b>	Bear of the Day nominations		

Buckman Bear Hugs

- These tools have two main purposes:
  - o To reinforce desirable behavior that we want to see more of
  - o Create opportunities for personal connections with students, however brief, to build positive relationships





- Bear Hugs are primarily utilized to earn collective classroom rewards; the entire class is working toward a common goal
- Collective classroom rewards are determined by the class and the teacher; the shift to collective vs. individual was based on feedback by staff and students

Bear of the Day Nominations (coming soon!)

### **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**

- [CRTFI Action Plan](#)
- [CRTFI Data](#)

### **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.

### **Recent SSS data**

[Summary of School Climate/Sense of Belonging 2018-2023](#)

