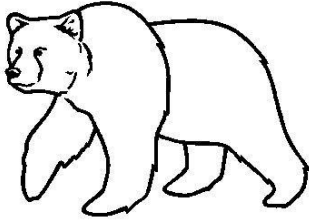

Buckman Arts-focused Elementary School Climate Handbook



Buckman Arts-focused Elementary School ROARS

*Respect
Ownership
Attitude
Responsibility
Safety*

2021-22

Our vision is that families and students feel honored and seen in our community, and that we provide a student-centered arts-focused educational program to engage and academically challenge all students.

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.

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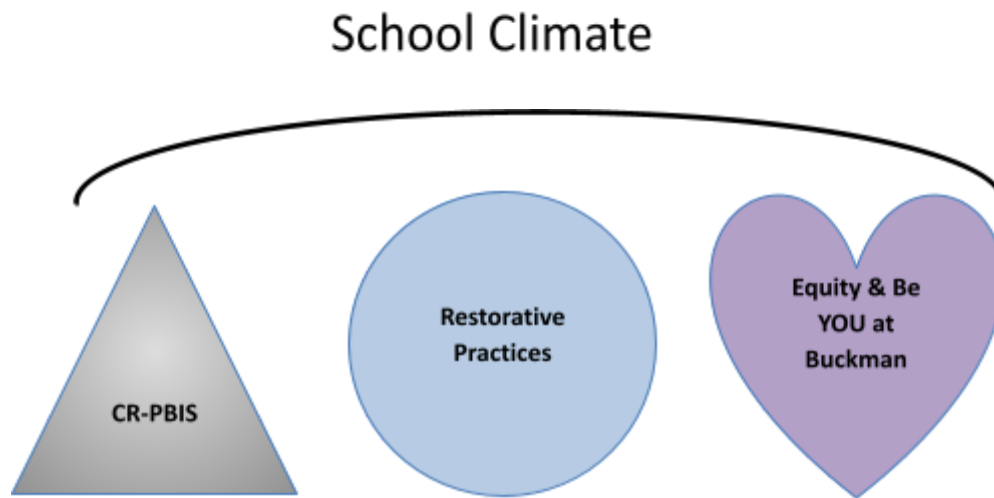
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WHAT IS SCHOOL CLIMATE?

SCHOOL CLIMATE OVERVIEW

School Climate encompasses CR-PBIS (Culturally-Responsive Positive Behavioral Interventions & Supports), Restorative Practices with the lens of racial Equity and culturally responsive practices.



CR-PBIS

CR-PBIS (Culturally-Responsive Positive Behavioral Interventions & Supports) uses implementation science to help students to develop positive behaviors. At the most basic level, CR-PBIS can be described as a three-pronged approach:

1. Explicitly **teach** what is expected
2. Actively **acknowledge** kids when they are following the expectations
3. Instructionally **correct** kids when they are not following the expectations

Research shows that when school staff acknowledge positive behaviors at least three times more often than correcting behavioral mistakes, misbehaviors decrease significantly.

CR-PBIS uses disaggregated data to make decisions and to develop the systems and practices of a school. The unique racial, cultural and linguistic makeup of the school is explicitly addressed at every decision point.

More specifically:

- Accesses all stakeholders to develop and promote school values
- Develops common area expectations for all parts of the building
- Designs lesson plans and schedules to teach common area expectations throughout the year.
- Creates and maintains systems to acknowledge students who are following the school values and expectations. This may be acknowledgement tickets, regular assemblies, or awards for individuals, classes, grade levels, etc.
- Develops school wide policies that are proactive, preventative and restorative.
- Utilizes staff input to build corrective discipline systems (i.e. a flowchart) and calibrate clear definitions of student behaviors.



How do we make certain that PBIS is culturally responsive?

- We systematically assess and review student and family voices with the Student Success Survey and adjust our practices to reflect the needs of our community (See *Tier I Evaluation*)

RESTORATIVE PRACTICES

Restorative Practices, also referred to as Restorative Justice, is a range of community building, peacemaking practices adapted to the school setting. The intention is to build trusting relationships and offer restorative alternatives to punitive discipline.

Restorative Inquiry is an essential restorative practice. A series of guiding questions are asked:

- What happened?
- Who was affected/impacted?
- What can be done to make and keep things better?
- How can others support you?

EQUITY/BE YOU AT BUCKMAN

This handbook is intended to inform Buckman Elementary School School staff of the processes that support the reduction of exclusionary discipline to provide our students with equitable access to education. Portland Public Schools' top priorities include eliminating racial disproportionality in exclusionary discipline..

Our work with Be You at Buckman and Race Forward is designed to empower students and staff to interrupt, report and work to decrease discrimination at Buckman. Our goal is for every student, family, and staff member to feel a sense of belonging and ability to be their full self. We document and address incidents of discrimination based on race, gender expression, perceived sexual orientation, socioeconomic class, national origin, appearance and body size.

“Portland Public Schools is committed to academic excellence and personal success for all students. Central to this commitment is educational equity. We are committed to providing instruction with the rigor, cultural relevance, and relationships that ignite the potential of each and every student. In order to do so, we must shift our practices to see students as individuals—including their race, their language, their gender, their sexual orientation, and their various abilities.

This work is necessary to serve a diverse student body well and prepare every student to navigate and compete in a culturally rich society and global economy, now and into the future.”

Chief Equity Officer, Lorenzo Poe



THE SCHOOL CLIMATE TEAM (TIER I)

SCHOOL CLIMATE TEAM INFORMATION (1.1/1.2)


Team Member	Name	Primary Meeting Role (Facilitator, Data Analyst, Minute Taker)	Backup Meeting Role (Facilitator, Data Analyst, Minute Taker)
Coordinator	Heather Kelly	Facilitator	
Administrator	Lisa Ditto		
Family Member	Parent TBD		
Behavioral Expertise	Melina Carabajal Nathan Earle		
Coaching Expertise & RJ	Whole team		
Knowledge of Academic/Behavioral Patterns	Jessie Ingraham Tor Rockness Dawn Roberts Darby Granberry		
Knowledge of School Operations/Programs	Ben Rudolph Darcy Rudnick Katie Olson, SUN Fred Locke, Principal		
Art Team	TBD		

Buckman Arts-focused school is increasingly diverse economically in a demographically complex neighborhood. Our team includes staff who have connections to community organizations outside our school, who have extensive training and practice working in and with diverse communities and families in poverty, who are knowledgeable around intervention practice and brain development, and who are new to the community and bring new ideas and practices around behavior management.

Climate Team Meeting Schedule & Staff Climate PD

Month	Date/Time	Room	Topic/Assessment
August		Library	Climate and tiered system of support work ReBoot Room Intro & Overview
September			Covid School Systems Planning & Implementation
October	October 12th October 19th	Library	New admin school needs assessment Climate Committee Meeting - PBIS School Rotations, Tier 1 "Calm Corner", & "Bear Hugs"
November	November 9th	Library	Successful School Survey Data Review; Introduced Kid Talk and Tier I PBIS Database Behavior/ODR data review; aligning practice regarding behavior support & communication with families



	November 16th November 30th		Facilitator: Heather --Buckman classroom Break Space --Buckman Bear Hugs
December	1st week	102	Started Plan for School Wide PBIS Expectation Rotations
January	January 4 January 31	Virtual meeting	School Wide PBIS Expectation Rotation scheduling and unpacking of ROARS expectation matrix Equity PD - Sense of Belonging & Emotional Safety; Black History Month Planning
February	February 2-4 February 8 February 15	Virtual	Reteaching Expectations: Whole School Rotations  Tier I Classroom Equitable Practices Tool Committee Meetings
March	March 1 March 8 March 15	Virtual	Inclusive Practices Review Tier I Practices by MTSS TOSA Committee Meetings
April	April 5 April 15	virtual	Committees; ILT completing FIA with MTSS TOSA
May	May 3 May 10	Virtual	Committees
June 2022			

Meeting Agenda:**[Climate Team Meeting Notes \(2021-22\)](#)**

- [Climate Team Meeting Notes \(2019/2020\)](#)
- Quarterly Discipline Data
- CR-PBIS School-wide Systems (assessing the effectiveness of our Equity Practices on school climate)
- Evidence-based practices in behavior management
- Integration of Restorative Practices

Agenda scheduled for each of our school climate meetings will be driven by the Tiered Fidelity (TFI) Action Plan.



TIER I IMPLEMENTATION

Programmatic Supports for all Students

SCHOOLWIDE VALUES AND COMMON AREA EXPECTATIONS (1.3)

Our School Values are: A Buckman bear ROARS

- 1. Respect = I treat someone or something as important; show kindness, and care**
- 2. Ownership = I take charge of my choices and accept consequences**
- 3. Attitude = I do my best, persevere, and cooperate with others.**
- 4. Responsibility = I am reliable, dependable, and can be trusted to do what is expected of me.**
- 5. Safety = I protect myself and others from physical and emotional harm.**

The intention of the ROARS Matrix is to send a consistent message about what our school community values and how it looks in different common areas. This will help Buckman Elementary School ensure that our school values are inclusive and affirming. These values were developed with student, and staff input.

- These school values are important for the Buckman Elementary School community, because these are the things that help students be successful in life. Our students need to understand and exercise ROARS on a regular basis to master the skills to be successful and prepared to be college and career ready.
- These values are woven into our regular teaching practices in every lesson and in every class period throughout the grade levels, naming them with consistency and strategically teaching and reviewing them throughout the school year.



Common Area Expectations

Buckman Bears PBIS Matrix

	Restroom	Cafeteria	Playground	Hallways/Stairs	Classroom
<p>R = respect I treat someone or something as important, show kindness, and care.</p>	<ul style="list-style-type: none"> Give privacy Eyes to self Use 0-1 voice 	<ul style="list-style-type: none"> Hand up to get up Wait your turn Quiet, kind conversation 	<ul style="list-style-type: none"> Take turns Follow adult directions Use kind words Respect others' personal space and boundaries 	<ul style="list-style-type: none"> Stop, look, listen, & respond kindly Level 0 voice in line, Level 1 for group work 	<ul style="list-style-type: none"> Ask permission first Raise your hand to speak Honor personal space and property
<p>O = ownership I take charge of my choices and accept consequences.</p>	<ul style="list-style-type: none"> Keep it clean Go, Flush, Wash, Leave Use only what you need 	<ul style="list-style-type: none"> Team up to clean up Eat first, talk second Feed your brain with healthy food 	<ul style="list-style-type: none"> Line up quickly Take in what you bring out Take care of the playground 	<ul style="list-style-type: none"> Monitor yourself. Keep lockers neat, orderly, and closed Help keep hallways clean 	<ul style="list-style-type: none"> Do your best Participate Keep materials organized Team up to clean up Accept decisions
<p>A = attitude I do my best, persevere, and cooperate with others.</p>	<ul style="list-style-type: none"> Calm Quiet Caring 	<ul style="list-style-type: none"> Be courteous to others Use manners Move to new seat when asked 	<ul style="list-style-type: none"> Everyone can play Play fair Accept redirection Calm down before problem solving 	<ul style="list-style-type: none"> Be positive, polite, calm and friendly Accept rules and redirection Share locker space 	<ul style="list-style-type: none"> Persevere Be brave enough to make mistakes Practice kindness Make problems smaller
<p>R = responsibility I am reliable, dependable, and can be trusted to do what is expected of me.</p>	<ul style="list-style-type: none"> Ask for adult permission Wait your turn Report problems immediately Leave stalls unlocked when finished 	<ul style="list-style-type: none"> Follow directions quickly Remain seated at your assigned table Follow the quiet signal (5-4-3-2-1-0) 	<ul style="list-style-type: none"> Use equipment appropriately Report persistent problems immediately 	<ul style="list-style-type: none"> Follow directions quickly Calm Body: eyes, forward, hands and feet to self Take direct path to destination Cell phones off and away all day 	<ul style="list-style-type: none"> Follow directions the first time Be ready to give and receive help Use only what you need
<p>S = safety I protect myself and others from physical and emotional harm.</p>	<ul style="list-style-type: none"> Keep feet on floor and body to self Use restroom as intended 	<ul style="list-style-type: none"> Clean hands before eating Eat your own food Walking feet Keep hands, feet, and body to self Bottoms down, feet in 	<ul style="list-style-type: none"> Stay in designated area Be aware of who is around you 	<ul style="list-style-type: none"> Walk and keep feet on the floor Walk on the right side of the hall Use safe behavior in the stairways Maintain appropriate line spacing 	<ul style="list-style-type: none"> Walk Keep hands, feet, and body to self Take care of self Use materials appropriately



TEACHING EXPECTATIONS (1.4)

Lesson Plans/policies and schedule For teaching common area expectations in appendix

Yearly Schedule for Teaching Common Area Expectations - 5th grade students to participate in the teaching of CR-PBIS expectations Quarters 3 & 4

Date
First two weeks of the school year: Focus on ROARS, and Be You at Buckman, and procedures in all areas. Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide. Expectation stations in cafeteria and playground
After Winter Break: Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide. In classrooms, video support
After Spring Break: Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide. In classrooms, video support
Periodically as indicated by Buckman Elementary School discipline data 2020-2021

Active Supervision

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, scanning for potential problems, diffusing them before they arise, and motivating students to do their best and monitor their own behavior.

Cafeteria/Playground Expectations

[Link to more detailed Playground Rules](#)

Students	Staff
<p style="text-align: center;">CAFETERIA</p> <p>RESPECT: Hand up to get up Turns Quiet kind conversation</p> <p>OWNERSHIP: Eat first, talk second Team up to clean up Take care of self</p> <p>ATTITUDE: Be courteous Use manners (please and thank you)</p> <p>RESPONSIBILITY: Follow directions quickly Stay at your class table Quiet at countdown (5-4-3-2-1)</p> <p>SAFETY: Clean hands Eat own food Walking feet Hands & Body to self</p>	<p style="text-align: center;">CAFETERIA</p> <ol style="list-style-type: none"> All students seated on stools/tables, hot or cold lunch, on time Staff monitor the line in the hallway One person releases students from stools/tables, cue is eye contact from the keypad monitor Supervisors use high prompting/praise/ Bear Hugs for expected behaviors (left) Attention cue 5-4-3-2-1, insist on silence, start early to ensure time Dismiss to trash trail (counterclockwise on checkerboard road) by class tables, students stop at speaker, speaker monitors and prompts for expected behaviors; sequence dismissal by finished AND meeting expectations Award golden spoons for classes meeting expectations for successful transition



PLAYGROUND	PLAYGROUND
<p>RESPECT: Take Turns Follow adult directions Use kind words Give others space</p> <p>OWNERSHIP: Line up quickly Put equipment away Keep playground clean</p> <p>ATTITUDE: Include Play fair Accept redirection</p> <p>RESPONSIBILITY: Report problems Use equipment properly</p> <p>SAFETY: Stay in bounds Get permission to leave the playground</p> <p>Keep hands and body to self Wear masks</p>	<ol style="list-style-type: none"> 1. Staff monitor both upper and lower playgrounds in accordance with COVID Safety Guidelines (COVID Safety: 1 grade level per playground in 21-22) 2. Adults spread out to monitor specific zones 3. High prompting for expected behaviors 4. Reteach, correct, consequence 5. One supervisor blows whistle (2nd for lower playground) 6. Staff meets students at their assigned spot 7. Close doors securely at the end of recess



DEFINING MINOR, STAGE 1 REPORTS, 2 AND 3 BEHAVIORS (1.5)

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 Misbehaviors

<p>Low Level Behaviors (Right here, with me)</p>	<p>Minor/Stage 1 Classroom Managed Behaviors (with family and maybe SCS/Reboot Room)</p>	<p>Major/Stage 2/3 Office Managed Behaviors (with admin)</p>
<p>Behaviors are handled on the spot using simple redirections, intervention strategies and teachable moments (Repeated minor: teacher check-in with parent)</p> <ul style="list-style-type: none"> • No documentation for behavior • Document parent contact 	<p>PPS Stage 1 report used (Teacher must make contact with parent by phone, voice mail, email or in person.)</p> <ul style="list-style-type: none"> • Stage 1 • Student stays in class–takes form home (or emailed by teacher) • No immediate involvement by admin; may require a restorative meeting 	<p>Google Form Stage 2-3 referral form used: Teacher must make contact with parent by phone, voice mail, email or in person. Tell the parent that administrator may contact you if there are disciplinary consequences. May require a restorative meeting.</p> <ul style="list-style-type: none"> • Can include <i>*chronic</i> Stage 1 misbehaviors (paper goes/student stays/admin within 24 hours) • Extreme/harmful/illegal (paper and student go/admin deals before student returns) • For students with 3 referrals for same behavior, refer to SIT team
<p>Language</p> <ul style="list-style-type: none"> • Language “slips” • Inappropriate non swearing language • Inappropriate language not understood 	<p>Swearing/Vulgarity (written/spoken)</p> <ul style="list-style-type: none"> • Repeated use of rude words • Reported use of hand gestures • Sexual Talk • Discriminatory and abusive language 	<p>Swearing/Vulgarity (written/spoken)</p> <ul style="list-style-type: none"> • Use of profanity • Use of obscene hand gestures • Repeated or explicit sexual talk • Discriminatory and abusive language (repeated or intentional) • Disrespectful body language (repeated)



<p>Vandalism/Theft/Misuse of Property</p> <ul style="list-style-type: none"> • Careless accident • Climbing on bathroom stalls, soaping mirror • Spending too long in the bathroom 	<p>Vandalism/Theft/Misuse of Property</p> <ul style="list-style-type: none"> • Teasingly taking others possessions • Thoughtlessly damaging property –can be easily fixed w/ little time or no cost 	<p>Vandalism/Theft/Misuse of Property</p> <ul style="list-style-type: none"> • Taking others possessions to keep • Purposely damaging property – if fixable. timely or cost involved
<p>Annoyances/Disruptions</p> <ul style="list-style-type: none"> • Inattention/laying down • Noise making • Out of seat • Cutting in line • Seat safety 	<p>Classroom Disruption</p> <ul style="list-style-type: none"> • Repeated Talk Outs • Silly Answers/behaviors • Repeatedly interrupting others while working 	<p>Chronic/Serious Classroom Disruption</p> <ul style="list-style-type: none"> • Stopping the Learning Process • Unsafe Behaviors (e.g., knocking things over, throwing)
<p>Reluctant Compliance</p> <ul style="list-style-type: none"> • Initially resisting or ignoring directions • Isolated incident of disrespectful words to peers or adults 	<p>Ignoring Instructions</p> <ul style="list-style-type: none"> • Ignoring reasonable requests • Refusal or avoidance • Argumentative to peers or adults 	<p>Defiance</p> <ul style="list-style-type: none"> • Refusal to follow directions
<p>Teasing</p> <ul style="list-style-type: none"> • Altering names • Annoying on purpose: bugging • Teasing (not stopping) 	<p>Pre-harassment</p> <ul style="list-style-type: none"> • “Put Downs” • Threatening stare • Mean-spirited teasing 	<p>Harassment</p> <ul style="list-style-type: none"> • Patterns of “put downs” • Threats/extortions • Ethnic/racist, sexist, disability related, sexual orientation or religious based remarks and/or racial slurs
<p>Hands/Feet/Objects to Self</p> <ul style="list-style-type: none"> • Poking or pushing • Pinching, jostling, • Retaliating as above 	<p>Roughness</p> <ul style="list-style-type: none"> • Play wrestling, body holds, light kicking, shoving • Pre-fighting, aggressive posturing – pushing 	<p>Fighting/Aggression</p> <ul style="list-style-type: none"> • Hitting/kicking/punching • Encouraging another to fight



Buckman School-Wide Expectations for Regulation “Steps for Support”

Step 1- Verbal Redirection or proximal distancing

Step 2- 2nd Redirection and possible intervention (move seats, offer choices to modify behavior, etc...)

Step 3- Student to reflect within the classroom “calm corner” (zones), complete reflection sheet (if needed). Have a system taught and practiced for entrance and exit criteria

**** Repeat as necessary.**

Step 4- Call for support (if behavior is highly disruptive or dangerous)

Step 5- Support

ReBoot Room

- 5 minutes of zones of regulation
- Re-teaching with adult
- Develop a plan to return to class (could include restorative conversation)

Next Steps (Beyond ReBoot Room)

- **Step 6** If students refuse to follow through with their plan to return to class they will go to **Read, Write, or Draw**.
- **Step 7** Successful completion of Read write or Draw and students will make their plan and return to class.
- **Step 8** Unsuccessful Read, Write, or Draw, the student will go to the principal to call home and make a plan to return to class.
- **Step 9** If this step is unsuccessful, the student **may be sent home or placed in an alternate location.

** If at any point a student throws/kicks an object, hits or harms any person, or uses obscene or vulgar language a phone call home will be made and the principal will make determination for further disciplinary action.



RTI Continuum-Behavior Intervention Menu

Teacher	Teacher with Support	Teacher with Specialists/Admin
Pre-correct or prompt for desired behaviors	Parent conference	On-demand breaks
Teach/reteach rule	Child-specific monitoring-check-ins, transitions	Behavior Support and/or Safety Plan (including specific supports and responses)
Praise for meeting or correcting to desired behaviors	Counselor referral	SIT implementation and review (4-6 weeks)
Correction/redirection	Modified work plan	Parent Contact/Conference
proximity	Social stories	Functional Behavior Analysis
Private conversation	Collaborative problem-solving	Mental health referral
Class meeting	OT referral/fidget and sensory tools	Community Resource Team referral
Family communication	Scheduled or earned breaks	Suspension (safety only)
Break space/vacation station Prompting re: regulation	Restorative meeting	Modified day/child-specific structure or routine
Child-specific seating	Student First or SIT referral	MSP referral
Visual/aural cues/schedule/timer	Communication Plan (with family and specialists)	



Increase praise ratio	Visual cues/schedule/timer-specific	
Behavior contract	Time out/think sheet/conference	
Child-specific procedure (line order, structured recess)		
Think sheet/conference with teacher		

DISCIPLINE POLICIES (1.6)

Responses to Behaviors

	<p>Corrections</p> <p><i>Managed by Teacher in Classroom</i></p> <p><i>(Student remains in class)</i></p>	<p>STAGE 2</p> <p><i>Referral that may wait for Administrator</i></p> <p><i>(Student remains in class or is directed to office or a buddy room)</i></p>	<p>STAGE 3</p> <p><i>Immediate Administrative Assistance</i></p> <p><i>(Student is removed from classroom)</i></p>
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<p>Consequences</p>	<ul style="list-style-type: none"> • Proximity/separation • Loss of privilege (use of tech, use of materials, limited locations, miss event) • Re-teach, model and positive practice (common language) • Structured transitions (first, last or monitored) • Restorative conversation • Teacher contacts the Parent and documents it 	<ul style="list-style-type: none"> • Think sheet and parent contact-documented • Active but restricted recess (limited choices, limited locations) • Classroom or School community service (connected to behavior: ex: behind the scenes lunch job, help custodian) • Altered school-day schedule (ex: switch classes, attend lunch/recess with a lower grade,) • Miss an activity (natural consequence: e.g., class party, field trip, assembly) • Restorative conference w/ staff and student(s) 	<p>Determined by Administrator according to Student Rights and Responsibilities Handbook</p> <ul style="list-style-type: none"> • Think sheet and parent contact-documented • Active but restricted recess (limited choices, limited locations) • Classroom or School community service (connected to behavior: ex: behind the scenes lunch job, help custodian) • Altered school-day schedule (ex: switch classes, attend lunch/recess with a lower grade,) • Miss an activity (natural consequence: e.g., class party, field trip, assembly) • Restorative conference w/ staff and student(s) • In or out of school suspension (safety only)
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<p>Interventions</p>	<p>Teacher uses 3 or more Classroom Interventions in the following list:</p> <ul style="list-style-type: none"> ● Reteach rule ● Visual cues for rules ● Change seating ● Gentle reprimand ● Keep in proximity ● Pre-correction ● Private conversation ● Restitution-apology ● Interest Inventory ● Time out (out of class-less than 15 minutes) ● Time out (in class) ● Family contact ● Praise for taking responsibility ● Self-monitoring-tally ● Identify replacement behavior ● Verbal/visual correction ● Modify/differentiate work ● Brief Behavior Contract (2-3 days) ● Class meeting 	<ul style="list-style-type: none"> ● Stage 1 interventions ● Behavior contract/BSP ● Identify “break space” to cool off ● Notify support team ● Check-in/check-out (school staff) ● ABC assessment or quick functional behavioral assessment ● Collaborative Problem Solving ● Social stories (e.g., Superflex) ● Lagging Skills Inventory ● Parent conference with administrator ● Opportunity for school service ● Scheduled or earned breaks (inside room) ● RTI continuum (Student First referral) ● Daily Progress Report (home) ● Peer Skills Groups (counselor, leadership) 	<ul style="list-style-type: none"> ● Immediate relocation of student(s) or room clear if concerned for safety. ● Referral to Student Intervention Team ● Mentor at school (staff) ● Schedule for Safety plan/BSP ● Include outside agencies: Major Suspension Program; CRT; SUN if applicable. ● Refer for mental health services
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<p>Teacher Responsibilities</p>	<ol style="list-style-type: none"> 1. Teacher implements appropriate interventions (document) 3. Teacher contacts parent(s)/guardian (document) 4. Teacher sends a copy of the Stage 1 report home if written (parent signature is optional) <p><u>Common Area Stage 1 Report</u></p> <p><i>K-5: forward to classroom teacher</i></p>	<ol style="list-style-type: none"> 1. Teacher implements appropriate interventions 2. Teacher completes Stage 2 Behavior Report 3. Teacher submits Stage 2 Behavior Report to Administrator (with copies of applicable Stage 1 Behavior Reports) 4. Teacher contacts parent(s)/guardian <p><u>Common Area Stage 2 Report</u></p> <p><i>K-5: forward to admin</i></p>	<ol style="list-style-type: none"> 1. Teacher implements and documents appropriate interventions 2. Teacher completes Stage 3 Behavior Reports 3. Teacher calls office and asks for Administrative assistance 4. Teacher makes contact with family regarding context and behaviors of incident <p><u>Common Area Stage 2/3 Report</u></p> <p><i>K-5: forward to admin</i></p>
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<p>Administrative Responsibilities</p>	<p>Handled within classroom</p>	<ol style="list-style-type: none"> 1. Administrator consults reporter/teacher about Stage 2 Behavior Report 2. Administrator resolves incident within 2 days 3. Teacher contacts parent/guardian regarding behavior 4. Administrator returns Stage 2 Behavior Report to teacher (electronically) and contacts family with additional consequences if applicable 	<ol style="list-style-type: none"> 1. Administrator or designee comes to classroom to assess situation procedures for student safety are implemented (e.g., room clear, student removal) 2. Administrator consults reporter/teacher about Stage 3 Behavior Report the same day or next from referral 3. Administrator makes contact with the family regarding consequences and next steps for behaviors. 4. Administrator returns Stage 3 Behavior Report to reporter/teacher (electronically) 5. Administrator reviews and begins process for student support through RTI Continuum or outside agencies.
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PROFESSIONAL DEVELOPMENT (1.7)

Over the course of the year, staff PD must explicitly address these five essential areas: teaching school wide expectations, acknowledging appropriate behaviors, correcting errors, requesting assistance (SIT Team), and understanding the influence of race, culture and language on student behavior.

Date	Topic	Presenter
August	School climate orientation	Jeff Wibleski; Jess Firestone; Heather Kelly
September	Covid School Systems Planning & Implementation	
October	School Needs Assessment Intro Kid Talk: Tier I classroom academic & behavior support collaboration	Fred Locke; Lisa Ditto; grade level teams
November	Kid Talk Review Q1 discipline data & response to behavior flowchart Steps for Support review; calm corner introduction	Fred Locke; Lisa Ditto; Heather Kelly
December	School wide focus on Bear Hug reboot & reinforcing positive behavior	Heather Kelly; Lisa Ditto
January	Sense of Belonging & Affirming Student Identities	Lisa Ditto; Fred Locke
February	Reteaching Expectations; calm corner materials Kid Talk Equitable Classroom Practices	Heather Kelly; Lisa Ditto
March	Kid Talk Inclusive practices Tier I: STOIC Accessing SIT	
April	Kid Talk Reteaching Expectations Successful School Survey Review & Action steps	
May	Kid Talk	
June	Celebrate!	Staff

CLASSROOM PROCEDURES (1.8)

As per PAT contract every teacher will have a classroom management plan. Classroom management plans will be due to administration the day before Back to School Night. A sample plan is provided below; PD time will be provided in the first two weeks of school

The Classroom Management Plan template, covers the essential feature of effective classroom management: Structure, teaching expectations, acknowledging positive behaviors, correcting misbehaviors.

[{Click here for sample Classroom Management Plan}](#)

Guest Teacher Support System

Class list and seating chart with photos

Lesson plan with noise, movement and partner expectations, include attention cues



Schedule

Behavior matrix and YOUR classroom management plan

Common area monitoring expectations: Note your duty/lunch times on it, please

Emergency drill information (attached-signals and teacher behaviors)

Any student specific information that would be pertinent for a guest teacher (safety plans, scheduled break or service times)

Who to call for assistance and in what order (Para, Office, Counselor, etc.)

FEEDBACK AND ACKNOWLEDGEMENT SYSTEMS (1.9)

Research shows that when staff “catches” students exhibiting appropriate behaviors, those behaviors will increase and misbehaviors will decrease. Specific praise is extremely important in increasing the recurrence of appropriate behaviors. Some schools decide to give out acknowledgement “tickets”: small slips of paper that are aligned with the school values. All staff hand out the acknowledgement tickets, along with specific praise, to students as they witness appropriate behaviors in the common areas, in classrooms, on buses, etc.

Acknowledgement Matrix *In development

Type	What	When/Where	Who Gives Them?
Immediate/ High frequency	Bear Hugs, Golden Spoon (in development for launch spring 2022)	Classroom & Common areas Staff Web Page, Annex	All Staff
Redemption of immediate/ High Frequency	Some classes have individual incentive programs or token economies	Bear Hug rewards are collective; In classroom, 1-2 times per month	Admin, classroom teacher, student leadership
Long term SW Celebrations	Spirit Week Quarterly	School-wide	All staff/students

FACULTY INVOLVEMENT (1.10)

Schedule for sharing disaggregated data to staff and opportunities for input on Tier I systems

*In development

Date	Data Shared	Staff Input Topic
August/September	Sub plans-embed PBIS and Be You components Reviewed first two weeks procedures for common areas October-hallway review/revision	Behavior and equity components that are required in sub plans Procedures and expected supervisory behaviors in the cafeteria, bathroom and on the playground



Oct-December	Q1 office discipline Successful School Survey data	Communication with family regarding behavior
March/April/May	TFI and Successful School survey Q2/3 office discipline Reboot Room Data	Survey staff and students on implementation
June	Final review of proposed changes	Proposed revisions



PLAN FOR FAMILY, STUDENT AND COMMUNITY INVOLVEMENT (1.11)

Schedule for student and family involvement activities ***in development**

Date	Topic & Group	Activities	Organizer



TIER I EVALUATION

Evaluation of the Effects and Fidelity of the School Climate Practices

DISCIPLINE DATA (1.12)

Tiered Fidelity Inventory (TFI) guides the action planning for the implementation of positive school climate.

- Assessment component is completed three times a year in September, January and May
- A score of 80% or better indicates a well-implemented tier
- The TFI action plan is revisited on a monthly basis

Recent TFI scores

- 2018-2019
- 2019-2020
- 2020-2021

School Climate Survey (SCS) determines the status of specific building-wide school climate initiatives and issues (Core Values, Student Voice, Specific CR-PBIS Initiatives--ex: acknowledgement tickets)

- Completed three times a year (September, January, May) by all students (grades 3-5)
- Reviewed by the School Climate Team and shared with staff, students and families. Used to monitor and adjust climate initiatives.

Recent SCS data

School Climate Action Plan (TFI): [Buckman TFI Self Assessment](#) for the most current version. See appendix.



Appendix

Buckman School Climate (TFI) Action Plan

Common Area Behaviors Lesson Plans

Lesson Plans are available electronically [right here](#).

