



School Climate Handbook

Buckman Arts-focused Elementary R.O.A.R.S.

*Respect
Ownership
Attitude
Responsibility
Safety*

2022-2023

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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WHAT IS SCHOOL CLIMATE?

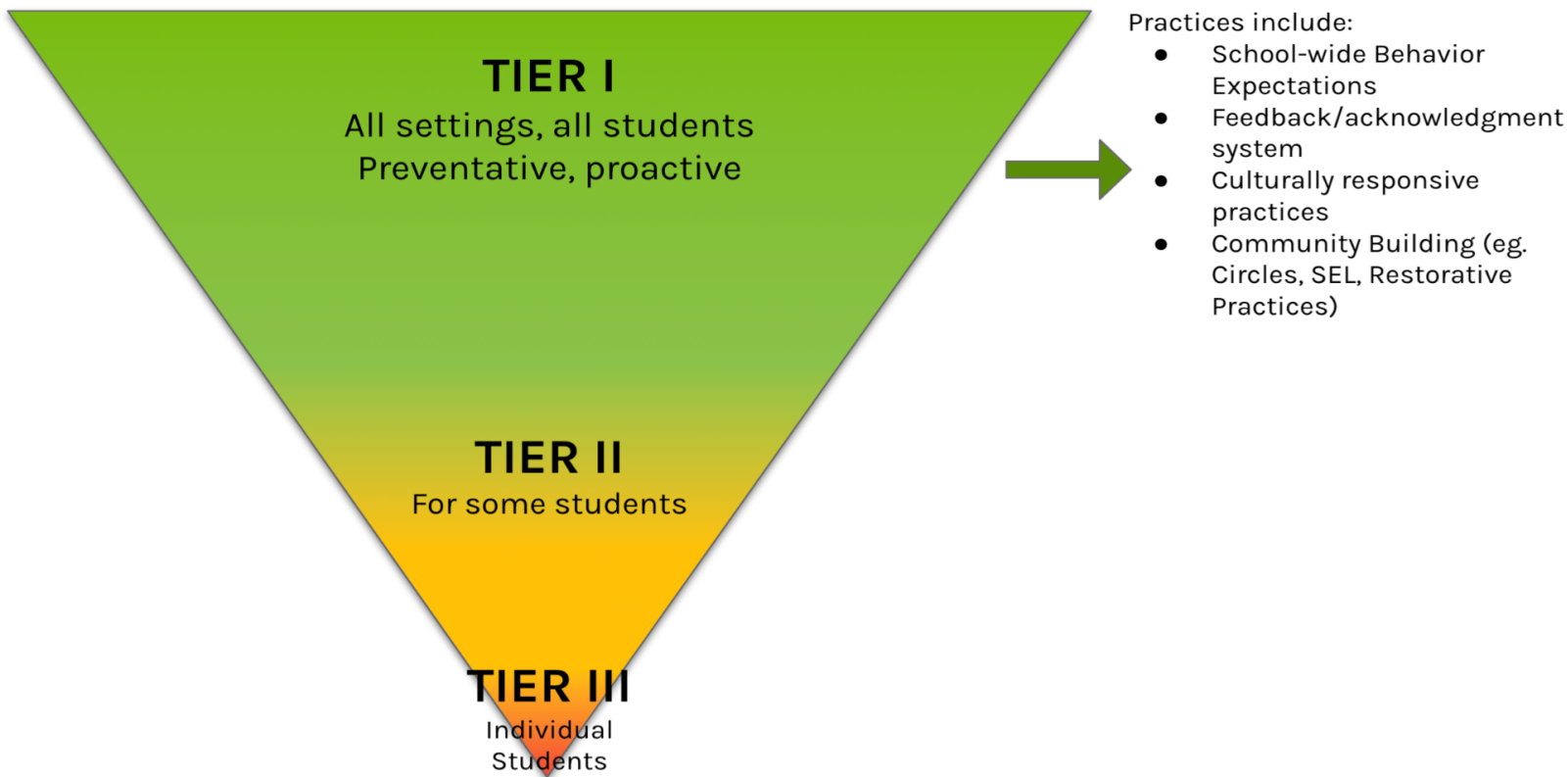
MULTI-TIERED SYSTEMS OF SUPPORT

School Climate is the most integral component of a Multi-Tiered System of Support (MTSS) framework. MTSS is focused on prevention and problem solving for all students using decision making based on data. MTSS 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. Attention is focused on creating and sustaining Tier I support (universal), Tier II intervention (targeted group), and Tier III intervention (individual) systems to help eliminate barriers to learning and enable every student to successfully reach their full potential.

SCHOOL CLIMATE OVERVIEW

School Climate encompasses culturally relevant, restorative practices with a racial equity and social justice lens, as well as school wide social emotional learning opportunities for all students in their classrooms.

MTSS FOR STUDENT SUCCESS



CULTURALLY RESPONSIVE POSITIVE BEHAVIOR INTERVENTIONS & SUPPORTS (CR-PBIS)



Our definition of cultural responsiveness within SWPBIS includes the following core components:

1. Identity
2. Voice
3. Supportive Environment
4. Situational Appropriateness
5. Data for Equity

[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** co-constructed expectations of the school and classroom community,
2. Actively **acknowledge** kids when they are following the expectations,
3. Instructionally **redirect** behavior using restorative practices.

Research shows that when school staff acknowledge positive behaviors at least three times more often than redirecting behavioral mistakes, positive behavior increases significantly.

The school climate team 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.

The school climate team brings together all stakeholders to:

- Develop and promote school values
- Develop common area expectations for all parts of the building
- Design lesson plans and schedules to teach common area expectations throughout the year.
- Create and maintain systems to acknowledge students who are following expectations. This may be acknowledgement tickets, assemblies, or awards for individuals, classes, grade levels, etc.
- Develop school wide policies that are proactive, preventative and restorative.
- 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 use the [Panorama Successful Schools](#) survey data and Buckman specific student/family surveys to systematically assess and review student and family voices and adjust our practices to reflect the needs of our community.



RESTORATIVE PRACTICES

Restorative Justice is a philosophy grounded in the belief that positive, healthy relationships help us thrive. When we do things that impact others and create harm to those relationships, it is our individual and collective responsibility to make things right.

Restorative Practices are the skills and processes that help us build, maintain, and repair relationships to form healthy, supportive & inclusive communities. Restorative Practices are best utilized when intentional time is devoted to community building.

Community Building Circles that allow classroom communities to develop relationships by asking a series of low impact questions to get to know one another. Circles should be done as often as possible to insure relational trust is developed over time.

Restorative Inquiry is an essential restorative practice. A series of guiding questions are asked to understand all parties involved in a conflict, disagreement and/or any level of harm. The questions get to the root of a conflict and help solve the conflict by giving voice to the person who was harmed.

- What happened?
- Who was harmed and how?
- What can be done to make things better?
- What do you need to move forward?
- What support do you need to keep this from happening in the future?

RACIAL EQUITY & SOCIAL JUSTICE (RESJ)

The Board of Education for Portland Public Schools is committed to the success of every student in each of our schools. The mission of Portland Public Schools is that by the end of elementary, middle, and high school, every student by name will meet or exceed academic standards and will be fully prepared to make productive life decisions. We believe that every student has the potential to achieve, and it is the responsibility of our school district to give each student the opportunity and support to meet his or her highest potential.

Buckman prioritizes racial equity work aligned to the vision set forth in the [PPS Graduate Portrait](#) that is committed to Culturally-Responsive Positive Behavioral Interventions & Supports, Multi-Tiered Systems of Support, Restorative Practices, Equity, and Social Emotional Learning.

We as a community must foster and promote a collective vision for public education so that every student -- regardless of race, gender, socioeconomic situation, special need or ability -- has access and opportunity to kindle his or her unique spark, and to build the knowledge and skills to achieve their goals.

We owe our students this.

-- Guadalupe Guerrero, Superintendent, Portland Public Schools



SOCIAL EMOTIONAL LEARNING

Social and Emotional Learning (SEL) is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions, and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions. ([CASEL](#))

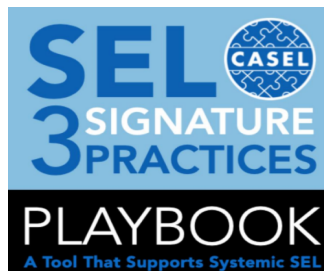
In PPS, we embrace Transformative SEL—which is a form of SEL implementation that concentrates SEL practice on transforming inequitable settings and systems, and promoting justice-oriented civic engagement.

“Transformative SEL” is a process whereby young people and adults build strong, respectful, and lasting, relationships that facilitate co-learning to critically examine root causes of inequity, and to develop collaborative solutions that lead to personal, community, and societal well-being. This form of SEL is aimed at redistributing power to promote social justice through increased engagement in school and civic life. It emphasizes the development of identity, agency, belonging, curiosity, and collaborative problem solving within the CASEL framework. ([CASEL](#))

[CASEL’s 3 Signature Practices](#) intentionally and explicitly help build a habit of practices through which students enhance their SEL skills: self-awareness, social awareness, self-management, relationship skills, and responsible decision-making. They provide a framework for supporting teachers in fostering a supportive environment and promoting SEL. The 3 Signature Practices can be put into practice without extensive professional learning. They can be incorporated into any K-12 [lesson](#), [community meeting](#), or [staff meeting](#) through carefully choosing, effectively facilitating and thoughtfully debriefing a: [Warm Welcome](#), [Engaging Activity](#) & [Optimistic Closure](#).

To support current and future social and emotional needs, trauma-informed science reminds us of the need to:

- Elevate student’s **cultural assets, voice, and agency**
- **Strengthen relationships**, community, and sense of belonging
- **Affirm student identities** and lived experiences
- Incorporate social and emotional skill building into **academic learning**
- Establish consistent and **predictable routines**
- **Build trusting relationships** with students and families through clear and transparent communication



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)
Administrator	Fred Locke		Data Analyst
Family Member	Climate team will host quarterly community meetings for family input		
Behavioral Expertise	Jess Firestone Nathan Earle 3-5 SES Teacher	Facilitator	
Coaching Expertise	Jess Firestone		
Knowledge of Academic/ Behavioral Patterns	Tor Rockness Dawn Roberts Heather Kelly Alicia Nicholl Samantha Evola	Note Taker; Data Analyst TBD	
Knowledge of School Operations/Programs	Ben Rudolph Darcy Rudnick Katie Olson (SUN)		Facilitator Note Taker

Climate Team Meeting Schedule

Month	Date/Time	Room	Topic/Assessment
August			Plan activities for pre-service PD
September	All dates/times TBD fall 2022		Tiered Fidelity Inventory (TFI) Assessment & Action Plan Last year's Discipline Data Review
October			Monthly Discipline Data Review
November			Monthly Discipline Data Review
December			Monthly Discipline Data Review
January			Tiered Fidelity Inventory (TFI) Assessment & Action Plan
February			Monthly Discipline Data Review
March			Monthly Discipline Data Review
April			Monthly Discipline Data Review



May			Tiered Fidelity Inventory (TFI) Assessment, Action Plan & Review/Update Climate Handbook
June			Planning for rollout next year

Meeting Agenda:

- Climate Team meetings [minutes](#) are available for the community to review
- Monthly Discipline Data
- CR-PBIS School-wide Systems (assessing the effectiveness of our Equity Practices on school climate)
- Family and student voice: how we are ensuring 2-way communication and partnerships
- Integration of Restorative Practices

Agenda scheduled for each of our school climate meetings will be driven by prioritized features of our Culturally Responsive Tiered Fidelity (CR-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.*

Posters (with student, staff, family & community-produced values) have been made and 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 school values are inclusive and affirming.

These school values are important for the Buckman school community, because these are the qualities 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 or teaching common area expectations are located in the appendix.

Yearly Schedule for Teaching Common Area Expectations

Teams have a process and procedures for staff to teach students the behaviors necessary to be successful in the school setting regardless of previous learning and without disrespecting families' beliefs. When expectations differ between home or community and school, staff examine these differences critically, and if determined to be necessary, they explicitly teach the skills (including providing a clear rationale for having a different expectation at school and opportunities for practice and feedback until students demonstrate the skill fluently).

-[PBIS CR Field Guide](#), p.16

Date
August 24- September 30, 2022: Teams ensure that school staff understand that all students need explicit teaching about co-constructed expected behavior at school.*
January 3-January 7, 2023: Teams ensure that school staff understand that all students need explicit teaching about co-constructed expected behavior at school.*
March 28-April 1, 2023: Teams ensure that school staff understand that all students need explicit teaching about co-constructed expected behavior at school.*
As indicated by Buckman discipline data 2022-2023

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. 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?
<ul style="list-style-type: none"> ● Circulating unpredictably ● Visually scanning the room ● Give Bear Hugs (k-5) ● Redirecting consistently (every observed misbehavior receives a response & responses to similar misbehaviors are the same from student to student, day to day) ● Smiling ● 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 	<ul style="list-style-type: none"> ● Interacting positively with students ● Giving 3 acknowledgements to 1 correction ● Correcting calmly and respectfully ● Aligning acknowledgements and corrections closely to the school values and expectations ● Providing comments that acknowledge students' efforts to be successful ● Giving accurate feedback that is specific and descriptive ● 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

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"> 1. All students seated on stools/tables, hot or cold lunch, on time 2. Staff monitor the line in the hallway 3. One person releases students from stools/tables, cue is eye contact from the keypad monitor 4. Supervisors use high prompting/praise/ Bear Hugs for expected behaviors (left) 5. Attention cue 5-4-3-2-1, insist on silence, start early to ensure time 6. 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 7. Award golden spoons for classes meeting expectations for successful transition



<p style="text-align: center;">PLAYGROUND</p> <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 & on playground Keep hands and body to self</p>	<p style="text-align: center;">PLAYGROUND</p> <ol style="list-style-type: none"> 1. Staff monitor playgrounds in accordance with COVID Safety Guidelines 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. Doors remain securely closed for safety.

DEFINING STAGE 1 AND STAGE 2/3 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 Behaviors

<p style="text-align: center;">Low Level Behaviors</p> <p style="text-align: center;">Any Adult Can Support</p> <p style="text-align: center;">(Right here, with me)</p>	<p style="text-align: center;">Minor/Stage 1</p> <p style="text-align: center;">Classroom Managed Behaviors (Right here, with me; family notified)</p>	<p style="text-align: center;">Major/Stage 2/3</p> <p style="text-align: center;">Office Managed Behaviors (with admin)</p>
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<p>Behaviors are handled on the spot using simple redirections, intervention strategies and teachable moments (Repeated minor: teacher check-in with parent)</p>	<p>PPS Stage 1 report used (Teacher must make contact with parent by phone, voice mail, email or in person.)</p>	<p>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.</p>
<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 or biting ● Encouraging another to fight



DISCIPLINE POLICIES (1.6)

Tiered Adult Responses to Behaviors

	<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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Tiered Resulting Actions

	<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 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>
	<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) ● Restorative conference w/ staff and student(s) ● In or out of school suspension (safety only)



Teacher Responsibilities

	<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 style="text-align: center;"><u>Common Area Stage 1 Report</u></p> <p style="text-align: center;"><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 style="text-align: center;"><u>Common Area Stage 2 Report</u></p> <p style="text-align: center;"><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 4. Administrator will also contact the family. <p style="text-align: center;"><u>Common Area Stage 2/3Report</u></p> <p style="text-align: center;"><i>K-5: forward to admin</i></p>
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Reset/Think sheet process and samples will be linked Fall 2022

All individuals and groups shall be treated with fairness in all activities, programs, and operations. It is the policy of the Portland Public School Board that there will be no discrimination or harassment of individuals based on the grounds of age, color, creed, disability, marital status, national origin, race, religion, sex or sexual orientation in any educational programs, activities or employment. Reference: 1.80.020-P School District No.1 complies with Section 504, American's with Disabilities Act, Title VI, Title IX of the Federal Education Amendments Act of 1972 in prohibiting discrimination in educational programs and activities. Please contact the Office of Student Family and School Support for any questions pertaining to district compliance: 503.916.2000.



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.

Staff PD Calendar

DATE	FOCUS	FACILITATOR
9/13	Climate plan or Introduction to SIT process	Admin/Climate team or SIT facilitator
9/20	PAT Evaluation process/TAG	Admin/TAG Coordinator
9/27	ELA Cadre	District PD Session
DATE	FOCUS	
10/4	Book Study <u>Anti-racism & Universal Design for Learning</u> by Andratesha Fritzgerald	Equity Team/MTSS TOSA
10/18	Climate/MTSS: Tier I practices	Implementation Leadership Team/Climate Team
10/25	ELA Cadre	District PD Session
DATE	FOCUS	
11/1	Book Study	Equity Team/MTSS TOSA
11/8	Math Cadre	District PD Session
11/15	Climate/MTSS: Tier 2 Practices (check in/check out & breaks are better) & Utilizing SIT	Implementation Leadership Team/Climate Team/MTSS TOSA
11/29	Book Study	Equity Team/MTSS TOSA
DATE	FOCUS	
12/6	Climate/MTSS: Differentiation: content, process, product	Implementation Leadership Team/Climate Team
12/13	Math Cadre	District PD Session
DATE	FOCUS	



1/3	Climate/MTSS: Review effective classroom practices plan/Tier I expectations	Implementation Leadership Team/Climate Team
1/10	ELA Cadre	District PD Session
1/24	OSAS training/K-2 Collaboration for intervention	3-5 Testing Coordinator/Content area TOSAs
1/31	ELA Cadre	District PD Session
DATE	FOCUS	
2/7	Book Study	Equity Team/MTSS TOSA
2/14	Math Cadre	District PD Session
2/21	Climate/MTSS: Tiered Instruction; utilizing SIT	Implementation Leadership Team/Climate Team
2/28	Staffing Plan for 23-24	Administrators
DATE	FOCUS	
3/7	SS Survey data	Administrators
3/14	Math Cadre	District PD Session
DATE	FOCUS	
4/4	ELA Cadre	District PD Session
4/11	Book Study	Equity Team/MTSS TOSA
4/18	Climate/MTSS	Implementation Leadership Team/Climate Team
4/25	ELA Cadre	District PD Session
DATE	FOCUS	
5/2	Climate: Book Study takeaways	Equity Team/MTSS TOSA
5/9	Math Cadre	District PD Session
5/16	Class list preparation	Grade Level Teams
5/23	Math Cadre	District PD Session



5/30	Preview of 2023-24	Administrators
DATE	FOCUS	
6/6	End of Year Celebration	All staff

CLASSROOM PROCEDURES (1.8)

Every teacher will have an Effective Classroom Practices Plan (ECPP). ECPPs 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 PD time will be provided in the first two weeks of school to complete these documents.

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

Buckman Effective Classroom Practices Plans (link to be added Fall 2022)

Buckman’s Guest Teacher Support System (link to be added Fall 2022)

FEEDBACK AND ACKNOWLEDGEMENT SYSTEMS (1.9)

Research shows that when staff “catches” a student 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.

Description of our school-wide acknowledgement system:

- Buckman Bear Hugs
- These tools have two main purposes:
 - To reinforce desirable behavior that we want to see more of
 - 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



Acknowledgement Matrix

Type	What	When/Where	Who Gives Them?
Immediate/ High frequency	Bear Hugs, Golden Spoon	Classroom & Common areas	All Staff
Redemption of immediate/ High Frequency	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
Long term SW Celebrations	Monthly ROARS Assemblies Spirit Week Quarterly	School-wide	All staff/students
Continued Excellence Programs	TBD		

FACULTY INVOLVEMENT (1.10)

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

Date	Data Shared	Staff Input Topic
September	August 24- September 30	MAP data & SSS data utilized to develop School Continuous Improvement Plan (SCIP)
January	January 3-January 7	Fall discipline data/MAP data
April	March 28-April 1	Winter discipline data/MAP data
May	May 1-June 1	Successful Schools Survey data/SCIP data

PLAN FOR FAMILY, STUDENT AND COMMUNITY INVOLVEMENT (1.11)

Schedule for family involvement activities: *Dates/events subject to change*

Date	Topic & Group	Activities	Organizer
8/27	Community building and engagement	Community Care Day Celebration: opportunity to help spruce up our grounds, make connections, and learn about involvement opportunities: PTA, Foundation, Site Council, Committees	Katie Olson, SUN/PTA
8/29	Community building	Kinder Popsicle Meet & Greet	Lisa Ditto, AP/Katie Olson, SUN/Kinder teachers



9/2	Communication & Engagement	Community Coffee Chat	Fred Locke, Principal, Lisa Ditto, AP
9/6	Community building	First day of kinder parent Meet & Greet	PTA/Katie Olson, SUN/Lisa Ditto, AP
9/15	Community Engagement	Back to School Night & ESL Info Session	Administrators; grade level teams & ESL teacher
10/7	Communication & Engagement	Community Coffee Chat	TBA
10/11	PTA	General Meeting	PTA
10/19	Community Engagement	SUN Family Night	Katie Olson/SUN staff
11/8	Racial Equity and Social Justice	Community Race Conversation	Family Equity Team/Katie Olson
12/2	Communication & Engagement	Community Coffee Chat	Fred Locke, Principal, AP Lisa Ditto
12/13	PTA	General Meeting	PTA
1/6	Communication & Engagement	Community Coffee Chat	Fred Locke, Principal, AP Lisa Ditto
1/10	Racial Equity and Social Justice	Community Race Conversation	Family Equity Team/Katie Olson, SUN
1/19	Community Engagement	SUN Art Make Night	Katie Olson, SUN/Jess Firestone, Counselor
2/3	Communication & Engagement	Community Coffee Chat	TBA
2/7	PTA	General Meeting	PTA
3/3	Communication & Engagement	Community Coffee Chat	Fred Locke, Principal, AP Lisa Ditto



3/14	Racial Equity and Social Justice	Community Race Conversation	Family Equity Team/Katie Olson, SUN
4/11	PTA	General Meeting	PTA
5/3	Middle School Preparation	Middle School Panel for rising 6th graders & caregivers	Katie Olson, SUN/Jess Firestone, Counselor Admin in attendance
5/5	Communication & Engagement	Community Coffee Chat	Fred Locke, Principal, AP Lisa Ditto
5/9	PTA	General Meeting	PTA
6/2	Communication & Engagement	Community Coffee Chat	TBA

Buckman Plan for Student Involvement

In Development: Will be posted Fall 2022

Buckman New Student/Family Plan

In Development: Will be posted Fall 2022

TIER I EVALUATION

Evaluation of the Effects and Fidelity of the School Climate Practices

DISCIPLINE DATA (1.12)

Tiered Fidelity Inventory (CR-TFI) guides the action planning for the implementation of a 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

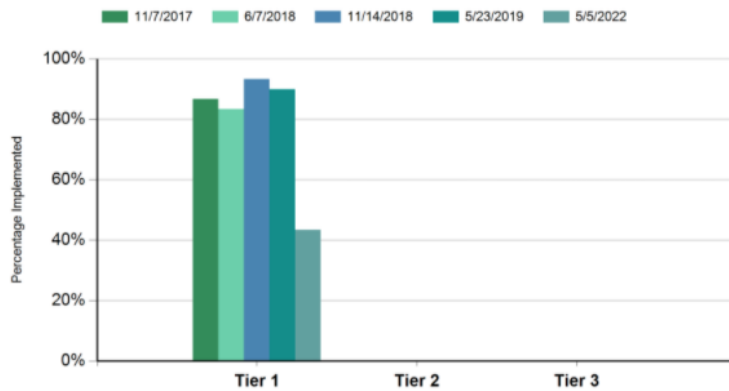
Recent TFI scores

- 2020-2021:



Buckman Elementary School
Portland, Oregon

School-Wide PBIS (SWPBIS) Tiered Fidelity Inventory
Buckman Elementary School
11/7/2017 - 5/5/2022



Date Completed	Tier 1	Tier 2	Tier 3
11/7/2017	87%	NA	NA
6/7/2018	83%	NA	NA
11/14/2018	93%	NA	NA
5/23/2019	90%	NA	NA
5/5/2022	43%	NA	NA

TFI scores impacted by COVID and administrative turnover

Successful Schools Survey (SSS)

- Completed once a year in February 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](#).

Recent SSS data

- From 2020-2021 student survey:



	QUESTION ➤ How positive or negative is the energy of the school?	74% responded favorably	▲ 21 from 2019-20	
	QUESTION ➤ How fair or unfair are the rules for the students at this school?	77% responded favorably	▲ 20 from 2019-20	
	QUESTION ➤ At your school, how much does the behavior of other students hurt or help your learning?	27% responded favorably	▲ 8 from 2019-20	
	QUESTION ➤ How often do your teachers seem excited to be teaching your classes?	83% responded favorably	▲ 20 from 2019-20	
1	QUESTION ➤ How well do people at your school understand you as a person?	53% responded favorably	▼ 3 from 2018-19	
2	QUESTION ➤ How much support do the adults at your school give you?	65% responded favorably	0 from 2018-19	
3	QUESTION ➤ How much respect do students at your school show you?	52% responded favorably	▼ 6 from 2018-19	
4	QUESTION ➤ Overall, how much do you feel like you belong at your school?	65% responded favorably	▼ 5 from 2018-19	

From the [2019-2020 Successful Schools Survey](#)



Appendix

School: Buckman

School Climate (CR-TFI) Action Plan

Date: scored May 2022; will be reviewed with climate team and priorities set to align with SCIP in fall 2022

Common Area Expectation Lesson Plans

[Buckman Expectation Rotation Schedule Template](#)

[Cafeteria Expectations Lesson Plan](#)

[Hallway & Stairway Expectations Lesson Plan](#)

Restroom Expectations Lesson Plan (link will be added Fall 2022)

Hallway/Office Expectations Lesson Plan (link will be added Fall 2022)

