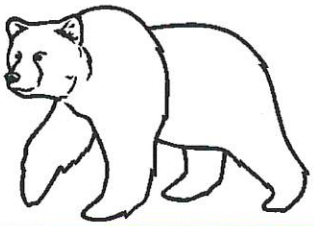
Buckman Arts-focused Elementary School Climate Handbook



Buckman Arts-focused Elementary School ROARS

Respect

Ownership

Attitude

Responsibility

Safety

2019-2020

The mission of Buckman Arts Focus Elementary School is to provide education through a rigorous arts-integrated curriculum designed to engage, excite and empower students. Buckman Elementary School is dedicated to fostering an inclusive, creative, inquisitive and respectful community of learners.

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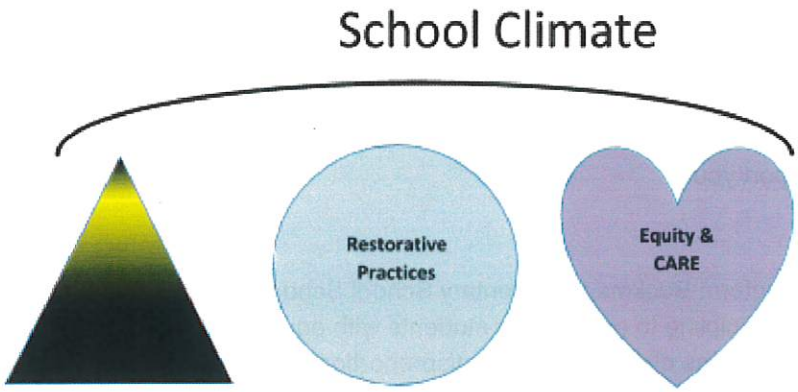
What Is School Climate?

School Climate Overview

School Climate encompasses CR-PBIS (Culturally-Responsive Positive Behavioral Interventions & Supports), Restorative Practices with the lens of racial Equity and practices of CARE (Collaborative Action Research for Equity) explicitly called out and woven in.



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 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 right?
- How can others support you?

Equity/CARE

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 includes eliminating racial disproportionality in exclusionary discipline..

Our CARE work is intentionally focused on increasing classroom engagement for every learning style and our capacity for being culturally competent in our instructional practices and inclusive of our diverse learning styles.

"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, Lolenzo 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	Jess Firestone	Facilitator	
Administrator	Teresa Seidel	Data Analyst	Facilitator
Family Member	Need to Recruit	Timekeeper	Note-taker Tech
Behavioral Expertise	Chris Gifford Jess Firestone		
Coaching Expertise & RJ	Susanna Walker Chris Gifford Jess Firestone		
Knowledge of Academic/Behavioral Patterns	Teresa Seidel Susanna Walker Tor Rockness Chris Gifford Greg Clarkson		
Knowledge of School Operations/Programs	Teresa Seidel Gregory Clarkson		
Art Team	TBD		

Buckman Arts-focused school is increasingly diverse economically in a growing neighborhood. Our team includes staff who were integral to developing the arts-focus of our school, 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

Month	Date/Time	Room	Topic/Assessment
August	8/23	Library	½ Day Restorative Justice PD
September	1st week 3rd week	102 library	Last year's Discipline Data Review Debrief rollout (common areas 1st 2 weeks), Review Tiered Fidelity Inventory (TFI) Assessment & Action Plan Trauma Informed Practice (Michael Conn as resource)
October	1st week 3rd week	102 Library	Committee meeting: TFI due SIT process
November	1st week 3rd week	102 library	review behavior data Aug-Oct. , begin planning for behaviors of concern, discipline flow chart and interventions PLC-problem of practice; restorative practices
December	1st week	102	Committees:: review survey data, prepare plan for staff review
January	1st week (2019) 3rd week	102 library	Review 1st semester data, revise TFI and update Climate Plan Trauma Informed Practice
February	1st week 3rd week	102 library	Committee: priorities, 2nd half of the year PLC-problems of practice
March	1st week	102	Committee:
April	1st week 3rd week	102 library	Committee: Discipline Data Review 3rd Q, self assessment/TFI Present to staff
May	2nd week May 15		Review/Revise Climate Plan for 2018-19, decide how to present to staff Team planning day May 15
June	1st week		Revised Climate Plan to staff (May 29th)
June 2019	TBD	Library or office	Plan for rollout in August-revised lesson plans/procedures,

Meeting Agenda:

- PBIS meeting notes
- 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.**

Posters are being 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 what 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 three 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 and Stairs	Classroom
R = respect I treat someone or something as important, show kindness, and care.	• Give privacy • Eyes to self • Use 0-1 voice	• Active listening • Hand up to get up • Wait your turn	• Take turns • Follow adult directions • Use kind words • Accept others' personal space bubbles	• Stop, look, listen, respond kindly • Level 0 voice in line • Level 1 voice for group work	• Ask permission first • Raise your hand to speak • Honor personal space and property
O = ownership I take charge of my choices and accept consequences.	• Clean up after self • Go, Flush, Wash, Leave • Use only what you need	• Clean up messes • Take care of yourself quickly and quietly • Eat, then talk	• Line up quickly • Return all outdoor equipment • Take in what you bring out • Take care of the playground environment	• Monitor yourself. • Keep lockers neat, orderly, and closed • Help keep hallways clean	• Do your personal best • Participate • Keep materials organized • Clean up after yourself
A = attitude I do my best, persevere, and and cooperate with others.	• Calm • Quiet • Caring	• Be courteous to others • Use manners	• Be inclusive • Play fair • Accept redirection	• Be positive, polite, calm and friendly • Accept rules and redirection • Share locker space	• Persevere • Be brave enough to make mistakes • Practice kindness
R = responsibility I am reliable, dependable, and can be trusted to do what is expected of me.	• Wait your turn • Report problems immediately • Leave stalls unlocked when finished	• Follow directions quickly • Remain seated at your assigned table • Follow the quiet signal (5-4-3-2-1-0)	• Use equipment appropriately • Report persistent problems immediately	• Follow directions quickly • Calm Body: eyes, forward, hands and feet to self • Take direct path to destination	• Follow directions the first time • Be ready to give and receive help • Accept consequences • Practice SLANT • Use only what you need

S = safety I protect myself and others from physical and emotional harm.	• Keep feet on floor and body to self • Use restroom as intended	• Clean hands before eating • Eat your own food • Walking feet • Keep hands, feet, and body to self	• Stay in designated area • Be aware of who is around you	• 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	• Walk • Keep hands, feet, and body to self • Take care of self • Use materials appropriatel y

Teaching Expectations (1.4)

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

Yearly Schedule for Teaching Common Area Expectations

Date
August 28- September 5, 2019: Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide. Expectation stations in cafeteria and playground
January 6-January 10, 2020: Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide. In classrooms, video support
March 30-April 3, 2020: 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 2019-2020

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

Students	Staff
CAFETERIA RESPECT: Active listening Hand up to get up Turns OWNERSHIP: Eat then talk Clean up messes Take care of self ATTITUDE: Be courteous Use manners (please, thank you) RESPONSIBILITY: Follow directions Teacher tables Quiet at signal (5-4-3-2-1-) SAFETY: Clean hands Eat own food Walking feet Hands & Body to self	**CAFETERIA** 1. All students seated at tables, hot or cold lunch, **on time** 2. Classroom teachers (2) monitor the line, 1 in hall and 1 at keypad 3. One person releases students from tables, cue is eye contact from the keypad monitor 4. Supervisors use high prompting/praise for expected behaviors (left), line and cafeteria 5. Attention cue 5-4-3-2-1, requires silence, start early to ensure time 6. Dismiss to recycling path (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
PLAYGROUND RESPECT: Take Turns Follow adult directions Use kind words Give others space OWNERSHIP: Line up quickly Put equipment away Keep playground clean ATTITUDE: Include Play fair Accept redirection RESPONSIBILITY: Report problems	PLAYGROUND 1. Staff monitor upper playground first, when 2 or more staff are outside, option to open lower playground 2. Zone defense-cover ground, adults take specific zones 3. High prompting for expected behaviors 4. Reteach, correct, consequence 4. One supervisor blows whistle (2nd for lower playground) 5. Staff meets students at their assigned color bear

SAFETY:	Use equipment properly Stay in bounds Be aware	

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 Mis-Behaviors

Low Level Behaviors (Right here, with me)	**Minor/Stage 1** **Classroom Managed Behaviors (with family and maybe admin)**	**Major/Stage 2/3** **Office Managed Behaviors (with admin)**
Behaviors are handled on the spot using simple redirections, intervention strategies and teachable moments (Repeated minor: teacher check-in with parent & review cum file) • No documentation for behavior • Document parent contact	PPS Stage 1 report used (Teacher must make contact with parent by phone, voice mail, email or in person.) • Stage 1 • Student stays in class–takes form home (or emailed by teacher) • No immediate involvement by admin; may require a restorative meeting	Office referrals: Administrator will contact the parent. Teacher must make follow up contact **by phone** with parent. May require restorative meeting. • Can include ***chronic** Stage 1 misbehaviors (paper goes/student stays or goes to office/admin within 24 hours) • Extreme/harmful/illegal (paper and student go to office/admin deals before student returns)

Language • Language "slips" • Inappropriate non swearing language • Inappropriate language not understood **Teacher moves:** private conversation, reteaching rule, proximity, correction and positive practice	**Swearing/Vulgarity** (written/spoken) • Use of lesser swear words • Reported use of hand gestures • Sexual Talk • Discriminatory and abusive language **Teacher moves:** reteaching rule, correction and positive practice, racialized incident protocol, think sheet, class meeting, parent contact	**Swearing/Vulgarity** (written/spoken) • Use of "greater" swear words • Use of obscene hand gestures • Repeated or explicit sexual talk • Discriminatory and abusive language (repeated or intentional) **Teacher moves:** correction and positive practice, time out and think sheet, racialized incident protocol, parent contact, class removal and office referral **Admin:** student/parent conference, racialized incident protocol, adjusted schedule, referral for mental health services
Vandalism/Theft/Misuse of Property • Careless accident • Climbing on bathroom stalls, soaping mirror • Spending too long in the bathroom **Teacher moves:** private conversation, restorative conversation/apology, correction and positive practice, loss of privilege	**Vandalism/Theft/Misuse of Property** • Teasingly taking others possessions • Thoughtlessly damaging property –can be easily fixed w/ little time or no cost **Teacher moves:** reteaching rule, restorative conversation, proximity, correction and positive practice, parent contact, office referral (Stage 1)	**Vandalism/Theft/Misuse of Property** • Taking others possessions to keep • Purposely damaging property – if fixable. timely or cost involved **Teacher moves:** reteaching rule, restorative conversation, class meeting, loss of privilege, parent contact, office referral (Stage 2) **Admin:** parent contact, restorative action

Annoyances/Disruptions • Inattention/laying down • Noise making • Out of seat • Cutting in line • Seat safety **Teacher moves:** private conversation, seat or location change, special task or role, reteach rule, correction and positive practice, visual cueing	**Classroom Disruption** • Repeated Talk Outs • Silly Answers/behaviors • Repeatedly interrupting others while working **Teacher moves:** restorative conversation/apology, correction and positive practice, adjusted praise ratio, loss of privilege, skills tracker or contract, office referral, parent contact	**Chronic/Serious Classroom Disruption** • Stopping the Learning Process • Unsafe Behaviors (e.g., knocking things over, throwing) **Teacher moves:** change of seat or location, call or radio for assistance, Office referral, parent contact **Admin:** parent contact, de-escalation and restorative action plan, possible exclusion,
Reluctant Compliance • Initially resisting or ignoring directions **Teacher moves:** private conversation, pre-correct expected behaviors, first-then, visual timer,	**Ignoring Instructions** • Ignoring reasonable requests • Refusal or avoidance **Teacher moves:** pre-correction, first-then, visual schedule, timed break, parent contact, earned incentives, referral to SIT	**Defiance** • Refusal to follow directions • Insubordination **Teacher moves:** First-then, timed break, Office referral, parent conference, if unsafe call for assistance **Admin:** collaborative problem-solving, student/parent conference, Check-ins, modified schedule, loss of privilege

Low Level Behaviors (Right here, with me)	**Minor/Stage 1** **Classroom Managed Behaviors (with family and maybe admin)**	**Major/Stage 2/3** **Office Managed Behaviors (with admin)**

Thoughtlessness • Doesn't care if it hurts others feelings • Isolated instance of disrespect **Teacher moves:** private conversation,class meeting, social story, correction and positive practice	**Disrespect** • Has to have last word • Argumentative to peers or adults **Teacher moves:** reteaching rule, proximity, correction and positive practice, restorative conversation or collaborative problem-solving, parent contact, first then, counselor referral or SIT referral	**Blatant Disrespect** • Significant back talk • Disrespectful body language (repeated) **Teacher moves:** correction and positive practice, behavior contract, office referral **Admin:** conference with student, parent contact, loss of privilege or restorative action
Teasing • Altering names • Annoying on purpose: bugging • Teasing (not stopping) **Teacher moves:** private conversation, reteaching rule, proximity, class meeting, social story	**Pre-harassment** • "Put Downs" • Threatening stares • Mean-spirited teasing **Teacher moves:** change of location, correction and positive practice, counselor referral, parent contact, Office referral	**Harassment** • Patterns of "put downs" • Threats/extortions • Ethnic/racist, sexist, disability related, sexual orientation or religious based remarks and/or racial slurs **Teacher moves:** document, racialized incident protocol, Office referral, parent contact **Admin:** respond to protocol, conduct investigation, conference with parents and student, possible exclusionary discipline
Hands/Feet/Objects to Self • Poking or pushing • Pinching, jostling, • Retaliating as above **Teacher moves:** private conversation, reteaching rule, proximity, class meeting, social story, loss of privilege	**Roughness** • Play wrestling, body holds, light kicking, shoving • Pre-fighting, aggressive posturing – pushing **Teacher moves:** reteaching rule, proximity, class meeting, loss of privilege, parent contact, office referral	**Fighting/Aggression** • Hitting/kicking/punching • Encouraging another to fight **Teacher moves:** call for assistance, collaborative problem-solving, office referral, **Admin:** parent contact, de-escalation and restorative plan,, time out or removal from activity, possible exclusion

STUDENT BEHAVIOR:

Is somone in danger?

YES

Radio for Assistance

Move other students

Try to keep line of sight

Contact Admin or Counselor for Safety Plan/BSP meeting

Intervention by teacher

LOW LEVEL:

immediate intervention (green*),

classroom or common area correction, (menu*)

contact home, (teacher judgement)

possible Stage 1 (requires contact home)

HIGH LEVEL OR REPETATIVE:

Immediate intervention (green or yellow*), or

Send to buddy class or office for think sheet, or

Radio for assistance,

AND

Stage 1 or 2 Referral, contact home (possible conference)

Refer to Counselor, Student First or SIT,

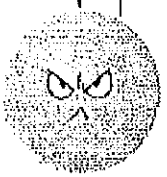
If repetative, identify intervention and begin tracking behavior.

IS THE BEHAVIOR CONTINUING?

--additional intervention/correction (green or yellow, menu)

--document choices of intervention/correction

--contact home



STILL GOING?

--Call buddy room, counselor or admin for support

--move to severe or repetative behavior response

List of Interventions and Menu of consequences are located in the Buckman Climate Plan, pages

RTI Continuum-Behavior

Teacher	Teacher with Support	Teacher with Specialists/Admin
• Pre-correct or prompt for desired behaviors • Teach/reteach rule • Praise for meeting or correcting to desired behaviors; increase ratio of interactions • Correction/redirection • proximity • Private conversation • Class meeting • Family communication • Australia • Specific seating • Visual/aural cues/schedule/timer • Behavior contract/daily report • Child-specific procedure (line order, structured recess) • Think sheet/conference with teacher	• Parent conference • Social Stories • Child-specific monitoring-check-ins, transitions • Counselor referral • Modified work plan • Social stories • Collaborative problem-solving • OT referral/fidget and sensory tools • Scheduled or earned breaks • Restorative meeting • Student First or SIT referral • Communication Plan (with family and specialists) • Visual cues/schedule/timer-specific • Time out/think sheet/conference with admin	• On-demand breaks • Behavior Support and/or Safety Plan (including specific supports and responses) • SIT referral, response plan and review (4-6 weeks) • Parent Conference • Functional Behavior Analysis • Mental health referral • Cascadia referral or mental health emergency visit • Suspension (safety only) • Modified day/child-specific structure or routine • Rapid Response or other provider referral

Discipline Policies (1.6)

Responses to Behaviors

	Corrections	STAGE 1/2	STAGE 2/3
	Managed by Teacher in Classroom *(Student remains in class)*	*Referral that may wait for Administrator* *(Student remains in class or is directed to office or a buddy room)*	*Immediate Administrative Assistance* *(Student is removed from classroom)*

Consequences	• 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	• 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)	Determined by Administrator according to Student Rights and Responsibilities Handbook • 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)

Interventions	Teacher uses 3 or more Classroom Interventions in the following list: • 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	• 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)	• Immediate relocation of student(s) or room clear if concern 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

Teacher Responsibilities	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) ***Common Area Stage 1 Report*** ***K-5: forward to classroom teacher***	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 ***Common Area Stage 2 Report*** ***K-5: forward to admin***	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 ***Common Area Stage 2/3Report*** ***K-5: forward to admin***

Administrative Responsibilities	Handled within classroom	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	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 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.

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: • Review the tools: the brain, zones of regulation, functional behaviors and collaborative problem solving • Teaching school values & common area expectations schedule and plans • Supervision expectations • Schoolwide and classroom acknowledgement systems • Influence of race, culture and language on adult expectations and student behavior • Racial incidents disciplinary policy Restorative Practices	Principal and Climate Team District Trainer
September	Implementation review, PLC and	Principal, Team
October	Collaborative Problem-solving in the classroom/SIT BSC process	Lisa, Mary, Counselor
November	Introduce and engage in PLC with Behaviors of Concern	District Behavior Coach
December	Staff review of quarter data, review of 1st quarter implementation, revision to plan	Team
January		District Coach
February	Problem of Practice/Trauma Informed Practice	Team
March	Review Data	Team, PLC
April	Review implementation-survey staff	Team
May	TFI and Plan review/revision	
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 Plans}

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 reoccurrence 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: In development

Acknowledgement Matrix

Type	What	When/Where	Who Gives Them?
Immediate/ High frequency	Kids:Bear Hugs **Adults:** Daily notes, Bucket notes	Classroom & Common areas Staff Web Page, Annex	All Staff
Redemption of immediate/ High Frequency	Kids: Monthly raffles, Student Store **Adults:**	In classroom, 1-2 times per month 2 times per month, staff meetings	Admin, classroom teacher, student leadership Admin
Long term SW Celebrations	Kids: Assemblies, Drawings/Wheel **Adults: Buckman Bear**	Kids: Monthly assemblies?, Weekly drawings **Adults:** staff meetings	Teachers, Cafeteria duty staff Admin, peers
Continued Excellence Programs	Kids: First Wednesday,, schoolwide events Adults: ???	Kids: certificates, drawings, student leadership Adults:	Teacher nominations Students apply for program

(Click here for sample Feedback & Acknowledgement Systems

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	Reviewed first two weeks procedures for common areas October-hallway review/revision	Procedures and expected supervisory behaviors in the cafeteria and on the playground (9/19)
December	November-Problem Behaviors-introduce Matrices for problem behaviors, external observation data on ratio of interactions	Language for matrix and interventions/consequences
April	TFI and implementation survey	Survey staff on implementation; May: survey parents on climate
June	2016-17 plan implementation data with proposed 2017-18 revisions	Proposed revisions

Plan for Family, Student and Community Involvement (1.11)

Schedule for student and family involvement activities

Date	Topic & Group	Activities	Organizer
9/17	Behavior matrix, Climate plan posted on school site	Registration packets, Sept. newsletters and Back to School Nicht; climate survey collected @ Back to School Night	Teresa Kosmala

	First Wednesday Assemblies starting 9/6/17		
10/17		Mix it Up at Lunch Day	
11/17	Family Leadership		Equity Team, and Diane Meisenhelter
12/ 17	Spirit Activities		
1/18			
2/18			
3/18			
4/18			
5/18			
6/18	End of year picnic,		PTA

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

- 2014-2015: 1
- 2016-17: 2

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 School Climate Team and shared with staff, students and families. Used to monitor and adjust climate initiatives.

Recent SCS data

- 2014-2015:
- 2016-17: pending safe and healthy Schools survey
- 2018-2019: successful schools survey

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

Appendix

School: Buckman

Date: 5/16/18

Team Members Present: Jess Firestone, Susanna Walker, Chris Gifford, Tor Rockness

Please create a new document for each TFI assessment (recommended 2-3x per year)

Tier I					
Subscale	**TFI Feature**	**Current Score**	**Actions**	**Person(s) Responsible**	**Timeline**
Teams	**1.1 Team Composition** Data source*: Team notes, PD calendar	1	**Current Status: Primary, and Elementary representation, one staff member who is also a parent, communication between school Equity Team and Family Equity Team at monthly FET meetings** **Next Steps: Staff training in Restorative Practices (Harm and Conflict); recruit new parent participant**	Jess Firestone (Counselor) Susan Kosmala (Principal) Susanna Walker Greg Clarkson Tor Rockness Chris Gifford	Training for team: May 2018 Parent participant-by October 2018

	1.2 Team Operating Procedures Data source: Equity Team Drive	1	**Current Status: Have a template for team notes and agendas, rotating roles including facilitator, time-keeper, resource gatherer, and note-taker. Team notes are in the Equity Drive.** **Next Steps:** • Define a plan for 2018-19 based on district's new approach to equity	Climate Team	August 2018
Implementation	**1.3 Behavioral Expectations** Data source: Climate Handbook, Buckman Staff Website	2	**Current Status: All staff and families have access to the Buckman Behavior Matrix; Matrix is in Sub plans, behavior reminders are visible around the building all students learn the values through the Buckman Bears song, common lesson plans on behaviors, generally used cues and corrections and specific praise for expected behaviors** **Next Steps:** • Re-new exp for staff in how to use token system at start of the year,	Climate team takes to staff	August/September 2018

			• Revise incentives for privileges for upper grades		
	1.4 Teaching Expectations Data source: Climate Handbook	2	**Current Status: The majority of classrooms teach expectations for common areas and classroom; cafeteria expectations are taught through expectation stations in cafeteria; staff and student expectations for cafeteria and playground were developed with staff and are part of Sub plans and staff expectations** **Next Steps:** • 4th and 5th grade students make videos or do skits at monthly assemblies modeling expectations	Climate Team Staff Principal	October, December, February, April 2018-19

	1.5 Problem Behavior Definitions Data source: Climate Plan, PD plan, SIT meeting notes and agendas	2	**Current Status: definitions have been reviewed with staff, interventions and who is responsible are in climate plan and have been reviewed with staff, SIT team exists but is developing norms and tools.** **Next Steps:** • Continue to normalize SIT practices, consolidate and organize tools	SIT Team-Mary Darin, Dawn Roberts, Jess and Lisa Kirkpatrick	Fall 2018
	1.6 Discipline Policies Data source: Climate Plan, staff website and PD plan	1	**Current Status: In place in Climate Plan, some communication with staff, little communication with families** **Next Steps:** • Continue explicitly sharing policies with parents through PTA and Parent Equity Leadership meetings • Re-teach referral guidelines to staff and use scenarios to calibrate the building-wide response to behavior	Staff-Equity/Climate staff, Literacy team and Recess/PE Committee	October 2018 -June 2019

	1.7 Professional Development Data source: PD calendar	2	**Current Status: Planned and delivered 9 monthly equity training, developed by team in staff meetings. Delivered through PLC, presentations and outside expertise** **Next Steps:** • **Analyze needs assessment given May 2018 for future trainings** • Develop PD plan for 2018-19, taking into account cancellation of Wednesday late-openings	Principal Climate Team	August-June 2018
	1.8 Classroom Procedures Data source: Classroom management plans, Equity Team Drive	1	**Current Status: teachers have submitted classroom management plans, common area procedures are discussed and reviewed regularly** **Next Steps:** • Distribute copies of 2017-18 classroom management plans, teachers revise based on what worked	Susan Kosmala Climate team	August/ September 2018

	1.9 Feedback and Acknowledgment Data source: Staff website, Staff meeting notes and calendar	2	**Current Status: Have Bear Hugs token system, First week assemblies, whole school student recognition, class parties, for students. Have "Heros" weeks for staff, and callouts in staff newsletter** **Next Steps:** • Simplify Bear Store scheduling to ensure equitable access • Set daily and weekly goals for bear hug distribution by classroom	Jess Firestone Susan Kosmala	
	1.10 Faculty Involvement Data source: PD calendar, Daily Notes, surveys	2	**Current Status: Staff are regularly engaged in discussions around school discipline practices, staff have monthly venue for feedback and for airing concerns re: procedures, policies and staff accountability** **Next Steps:** • Monthly review of data points in attendance, behavior, and academics • Model for staff how to use data to develop into action plans	Susan Kosmala Jess Firestone	August-June 2018

	1.11 Student/Family/Community Involvement Data source: Successful Schools Survey, meeting notes and PD calendar, feedback from Family Equity Team	2	**Current Status: Parent Equity Leadership committee is active and meeting monthly, cross-membership with Site Council, no parent representation on Equity/Climate team yet** **Next Steps:** • Continue to send committee members to attend Parent Equity Leadership meetings over year (may rotate)	Jess Firestone SUN program staff Principal Climate team	
Evaluation	**1.12 Discipline Data** Data source: Staff meeting notes; PD calendar, discipline referrals	2	**Current Status: Staff have had several short exposures to behavioral data, staff recognize that majority of discipline data represents 28 students in the building** **Next Steps:** • Connect data to SIT team process and more defined interventions • •	Principal	Every other month in staff development time

	1.13 Data-based Decision Making Data source: PD calendar, Student First notes, Climate plan, Behavior page of staff website	2	**Current Status: we use data to determine priorities, to assess impact and to check assumptions, we use actual case studies of student behaviors in PLCs, staff have access to tools for collecting and analyzing data** **Next Steps:** • Schedule Student First meetings in August to begin October 1 to ensure attendance of counselor, principal, SPED staff	Principal SIT team Counselor	August 2018-June 2019

	1.14 Fidelity Data Data source: survey data, checklists, observation	2	**Current Status: Staff were surveyed, district staff come to building to conduct a site visit for implementation** **Next Steps:** • At 80% compliance in 2017. Weak areas in staff reinforcement and praise systems for staff, improve connections to families ** Update after district staff visit May 2018** • Improve signage to reinforce ROARS in all classrooms and common areas	Principal,work with district Equity team Jess Firestone	Nov 2018-Jan 2019

	1.15 Annual Evaluation Data source: survey data, staff meeting notes	1	**Current Status: Program was evaluated in conjunction with district staff (site visit and review), and staff were surveyed regarding their perceptions and understanding of 2017 implementation** **Next Steps:** • review/revise survey tool and survey staff in spring • Celebrate successes in Spring newsletter and/or on Buckman webpage	Climate Coach Principal	May 2018

*** Data source:** What electronic document records the feature's implementation? Type (or link) the data source the team used to score a 1 (partially implemented), or 2 (fully implemented).

Common Area Behaviors Lesson Plans

Lesson Plans are available electronically right here.