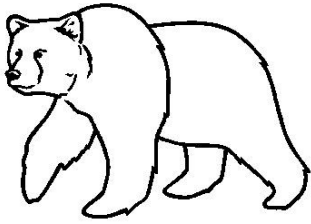

Buckman Arts-focused Elementary School Climate Handbook



Buckman Arts-focused Elementary School ROARS

Respect

Ownership

Attitude

Responsibility

Safety

2017-2018

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.

Purpose of This Template

This template is designed to help School Climate teams to create a School Climate Plan/Staff Handbook. The purpose of this document is to describe in very specific terms how school staff will collaboratively and proactively create a positive school environment which is responsive to the races, cultures and languages of the community. Family and student voice are essential elements to ensure that all students and families feel welcome, safe, and an active participant in the life of the school. This template contains only Tier 1 features and is intended to be updated on a regular basis with staff and family input.

Design of This Template

The template is aligned directly to the [Tiered Fidelity Inventory \(TFI\)](#). The numbers in red indicate the feature of TFI that describes and assess the what full implementation requires. School teams should use the TFI with a School Climate TOSA to assess the implementation of their school climate and create an action plan to further develop their School Climate Plan.

How to Use This Template

All text which is **{bracketed and highlighted in yellow}** should be replaced with the information that is pertinent and specific to your school. (i.e. school name, school values, etc.)

All text which is **{bracketed and highlighted in green}** should be replaced with the narratives that your School Climate Team arrives at with the input of your staff and families. (i.e. mission statement)

All text which is **{bracketed and highlighted in blue}** is a link to a folder that contains samples of the Climate Plan feature. Teams may choose one to adapt to their own school culture and needs or you may develop your own from scratch. The files are view only so you will have to copy the desired document to your team drive, adapt it for your school, then copy and paste the final product to your Plan.

IMPORTANT NOTE:

The TFI is a tool to help schools create a culturally-responsive and restorative School Climate Plan. The samples are not intended to be used as is, rather as a starting point for teams to adaptively develop their own. Consider the unique needs and cultures of your school as you develop each element of your plan, and always seek ways to engage the multiple perspectives of your community.



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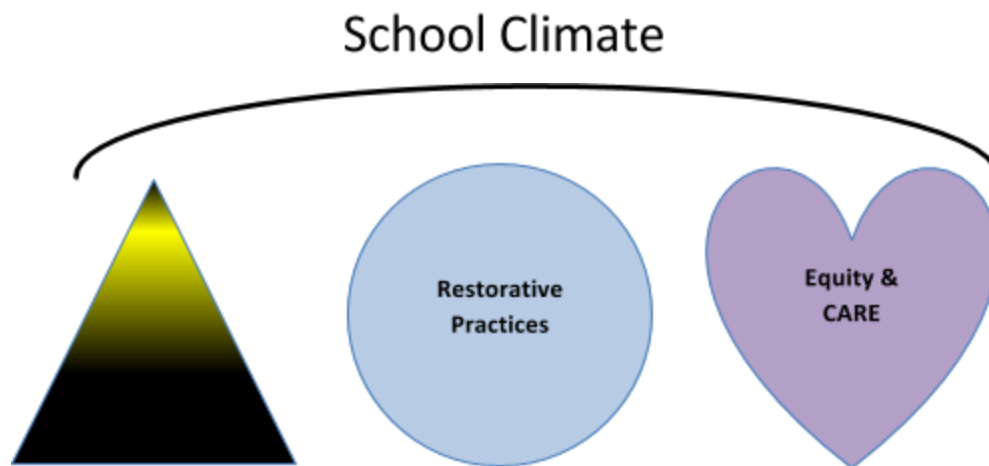
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WHAT IS SCHOOL CLIMATE?

SCHOOL CLIMATE OVERVIEW

School Climate encompasses CR-PBIS (Culturally-Responsive Positive Behavioral Interventions & Supports), Restorative Practices with the lens of racial Equity and 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, 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	Wendy Crozier	Facilitator	
	Gregory Clarkson	Site Council Liaison (tent.)	
Administrator	Susan Kosmala	Data Analyst	Facilitator
Family Member	Jamie Lee	Timekeeper	Note-taker
	Jonah Ferber		Tech
	Parent TBD		
Behavioral Expertise	Ashley Agre		
	Wendy Crozier		
Coaching Expertise & RJ	Susanna Walker		
	Sada Dewey		
Knowledge of Academic/Behavioral Patterns	Susan Kosmala		
	Ashley Agre		
	Sada Dewey		
	Susanna Walker		
	Wendy Crozier		
	Anne Miles		
Knowledge of School Operations/Programs	Susan Kosmala		
	Diane Messinger		
	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	8/17	Library	½ Day Restorative Justice PD
September	1st week	102	Last year's Discipline Data Review Debrief rollout (common areas 1st 2 weeks), Review Tiered Fidelity Inventory (TFI) Assessment & Action Plan
	3rd week	library	Trauma Informed Practice
October	1st week	102	Committee meeting: TFI due
	3rd week	Library	SIT process
November	1st week	102	review behavior data Aug-Oct. , begin planning for behaviors of concern, discipline flow chart and interventions
	3rd week	library	PLC-problem of practice; restorative practices
December	1st week	102	Committees:: review survey data, prepare plan for staff review
January	1st week (2018)	102	Review 1st semester data, revise TFI and update Climate Plan
	3rd week	library	Trauma Informed Practice
February	1st week	102	Committee: priorities, 2nd half of the year PLC-problems of practice
	3rd week	library	
March	1st week	102	Committee:
April	1st week	102	Committee: Discipline Data Review 3rd Q, self assessment/TFI
	3rd week	library	Present to staff
May	1st week		Revise Climate Plan for 2018-19, decide how to present to staff
	TBD		Team planning day
June	1st week		Revised Climate Plan to staff
June 2017 Day TBD	6/18	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
<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"> Active listening Hand up to get up Wait your turn 	<ul style="list-style-type: none"> Take turns Follow adult directions Use kind words Accept others' personal space bubbles 	<ul style="list-style-type: none"> Stop, look, listen, respond kindly Level 0 voice in line Level 1 voice 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"> Clean up after self Go, Flush, Wash, Leave Use only what you need 	<ul style="list-style-type: none"> Clean up messes Take care of yourself quickly and quietly Eat, then talk 	<ul style="list-style-type: none"> Line up quickly Return all outdoor equipment Take in what you bring out Take care of the playground environment 	<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 personal best Participate Keep materials organized Clean up after yourself
<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 	<ul style="list-style-type: none"> Be inclusive Play fair Accept redirection 	<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
<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"> 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 	<ul style="list-style-type: none"> Follow directions the first time Be ready to give and receive help Accept consequences Practice SLANT 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 	<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
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TEACHING EXPECTATIONS (1.4)

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

Yearly Schedule for Teaching Common Area Expectations

Date
<p>August 27- September 5, 2016: Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide. Expectation stations in cafeteria and playground</p>
<p>January 4-January 8, 2016: Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide. In classrooms, video support</p>
<p>March 28-April 1, 2016: Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide. In classrooms, video support</p>
<p>Periodically as indicated by Buckman Elementary School discipline data 2017-2018</p>



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
<p style="text-align: center;">CAFETERIA</p> <p>RESPECT: Active listening Hand up to get up Turns</p> <p>OWNERSHIP: Eat then talk Clean up messes Take care of self</p> <p>ATTITUDE: Be courteous Use manners (please and thank you)</p> <p>RESPONSIBILITY: Follow directions Teacher tables Quiet at signal (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 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, demand 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
<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 style="text-align: center;">PLAYGROUND</p> <ol style="list-style-type: none"> 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: Stay in bounds Be aware	
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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

<p>Low Level Behaviors (Right here, with me)</p>	<p>Minor/Stage 1 Classroom Managed Behaviors (with family and maybe admin)</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 & review cum file)</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>Office referrals: Administrator will contact the parent. Teacher must make follow up contact by phone with parent. May require 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)
<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"> ● Use of lesser swear 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 “greater” swear words ● Use of obscene hand gestures ● Repeated or explicit sexual talk ● Discriminatory and abusive language (repeated or intentional)

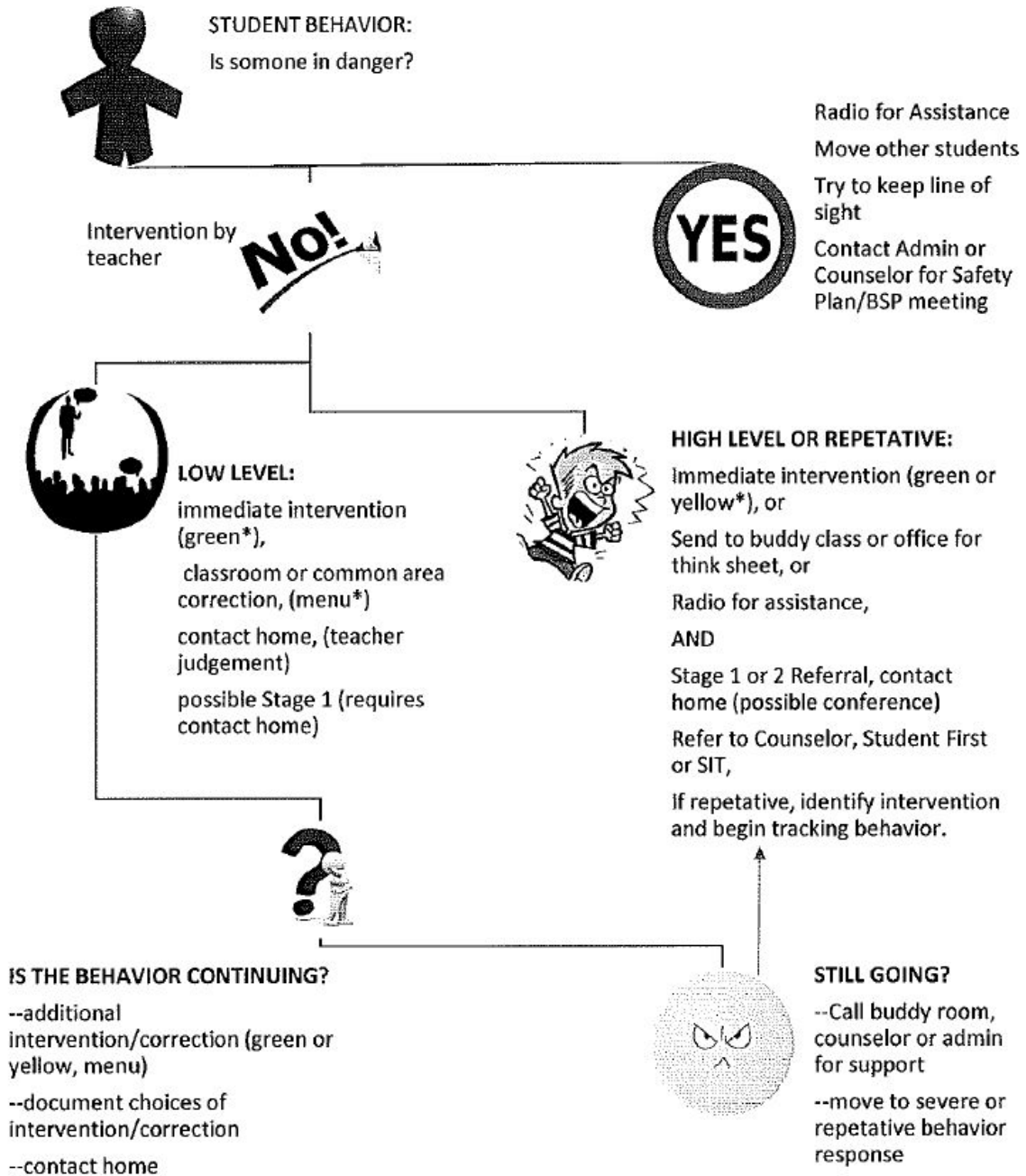


<p>Vandalism/Theft/Misuse of Property</p> <ul style="list-style-type: none"> ● Careless accident ● Climbing on bathroom stalls, soaping mirror ● Spending too long in the bathroom 	<p>Vandalism/Theft/Misuse of Property</p> <ul style="list-style-type: none"> ● Teasingly taking others possessions ● Thoughtlessly 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 	<p>Ignoring Instructions</p> <ul style="list-style-type: none"> ● Ignoring reasonable requests ● Refusal or avoidance 	<p>Defiance</p> <ul style="list-style-type: none"> ● Refusal to follow directions ● Insubordination
<p>Thoughtlessness</p> <ul style="list-style-type: none"> ● Doesn't care if it hurts others feelings ● Isolated instance of disrespect 	<p>Disrespect</p> <ul style="list-style-type: none"> ● Has to have last word ● Argumentative to peers or adults 	<p>Blatant Disrespect</p> <ul style="list-style-type: none"> ● Significant back talk ● Disrespectful body language (repeated)



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





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	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 Conference
proximity	Social stories	Functional Behavior Analysis
Private conversation	Collaborative problem-solving	Mental health referral
Class meeting	OT referral/figit 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)	
Adjusted praise ratio (6:1; 8:1)	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>
<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)



<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 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
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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 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: <ul style="list-style-type: none"> ● 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 Restorative Practices	Susan and Team District Trainer
September	Implementation review, PLC and	Susan, 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 First Wednesday Assemblies starting 9/6/17	Registration packets, Sept. newsletters and Back to School Night; climate survey collected @ Back to School Night	Susan Kosmala Sada Dewey
10/17	Start Student Leadership	Nominees and permission slips	Susanna Walker, Wendy



		Mix it Up at Lunch Day	Crozier, counselor Melina Carabajal & Counselor
11/17	Family Leadership		Equity Team, and Diane Meisenhelter
12/ 17	Spirit Activities	“Snowball” Fight incentive	Wendy Crozier, Susanna Walker and Susan Kosmala
1/18	Family Leadership-school climate and equity	Share equity and climate work, parent input and observations around effectiveness and staff engagement	Sada Dewey Susan Kosmala
2/18	Student Leadership	Month of Kindness-daily friend-making activities	
3/18	Student Leadership	Doug Warner Day, Kindness Rocks schoolwide art event	Wendy Crozier, Susanna Walker, PTA
4/18	Family Leadership Student Leadership-friendship bracelets	Present behavior data, racially disaggregated Bracelet making party-give one/get one	Susan Kosmala Sada Dewey Wendy Crozier and Susanna Walker
5/18	Schoolwide survey	Climate survey (post) to school community Volunteer Appreciation	Sada Dewey
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

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



Appendix

School: **Buckman Elementary School** School Climate (TFI) Action Plan

Date: 4/24/17

School: Buckman Elementary

School: Buckman Elementary

Date: 12/9/15, 10/3/16; 4/24/17

Tier I					
Subscale	TFI Feature	Current Score	Action(s)	Person(s) Responsible	Timeline
Teams	<p>1.1 Team Composition <i>Data source:</i> Team meeting notes</p>	2	<p><i>Winter 2015 Status:</i> Team includes one administrator, one counselor, one school psychologist, two FCC teachers, five general ed teachers, two art specialists, and one SUN coordinator. Need representation that add more diverse community voices. One teacher is also a parent, parents also involved through site council and community newsletter and surveys.</p> <p><i>Notes:</i></p> <ul style="list-style-type: none"> Possibly include student council (later date) Student Leadership underway, began meeting 11/16-meets weekly; Parent Leadership underway, began meeting 11/16-meets monthly Possibly offer coffee breaks as an online format Not sure what this means, but Parent Coffees started in Dec. 2016 <p><i>Actions to take:</i></p> <ol style="list-style-type: none"> Formalize joint relationship with School Site Council Invite community input and involvement through a presentation of data related to PBIS school values and observable behavior 	Susan Sada Diane	January 2016



			<p>expectations, at school coffee breaks.</p> <p>3. Involve students through principal/counselor classroom conversations around the core values</p>		
	<p>1.2 Team Operating Procedures <i>Data source:</i> Team meeting notes</p>	1	<p><u>Winter 2015 Status:</u> Need agenda, revisit roles, action plan</p> <p><u>Notes:</u></p> <ul style="list-style-type: none"> Possibly mimic site council meeting routines <p><u>Actions:</u></p> <ol style="list-style-type: none"> Adopt new agenda document Revisit team roles Develop a yearlong meeting schedule Continued work/development of action plan <p><u>Team Roles:</u> <i>3/17-no changes</i> Facilitator - Jonah Note Taker - New member each month Data - Susan</p>	<p>Susanna/ Agenda document</p> <p>Wendy/ Team Roles</p> <p>Sada/ Meeting Schedule</p> <p>Whole Team/ Action Plan</p>	<p>January 4th, 2016</p> <p>January 4th, 2016</p> <p>January 4th, 2016</p> <p>Ongoing</p>
Implementation	<p>1.3 Behavioral Expectations <i>Data source:</i> Survey data, office referral data</p>	1	<p><u>Winter 2015 Status:</u></p> <ul style="list-style-type: none"> Need behavior plan, no expectations in the handbook Inconsistent communication of expectations, definition of behaviors <p><u>Fall 2016 Status:</u></p> <ol style="list-style-type: none"> Established expectations & defined behaviors Teachers can identify at least 2/3 of expectations <p><u>Actions:</u></p> <ol style="list-style-type: none"> Examine data collected from staff Decide on core values Develop a working definition for each core value 	<p>Wendy Anne</p> <p>Susan</p> <p>PBIS Team Led PD - Will define roles at January 4th meeting</p> <p>Jamie draft plan for communication, send to Susan prior to Jan. 4th meeting.</p>	<p>January 4th</p> <p>August 2016</p> <p>February PD</p> <p>January, 4th</p>



			<p>4. Define observable behaviors for each core value in common areas (hallway, assembly, bathroom and playground)</p> <p>5. Develop/Assign vehicles/modes to communicate core values to students, staff and the community</p> <p>6. Involve teachers in communicating/defining core values to students and families</p> <p>7. Add core values and expected behavior expectations to student family handbooks and all incoming and beginning of the year student paperwork</p> <p>8. Help facilitate teacher circle for some relationship repair</p> <p>Spring 2017: all 8 items are started and have supporting documentation; observation of implementation suggests that all staff know values but need more time and practice with descriptors and more practice with ratio of interactions</p>	<p>PBIS Team Led -</p> <p>Susan/Melina</p> <p>Anjene</p>	<p>February PD</p> <p>February for kindergarten round-up</p> <p>Fall 2016</p>
	<p>1.4 Teaching Expectations Data source: Classroom behavior plans, observational data</p>	2	<p><u>Notes:</u></p> <ul style="list-style-type: none"> Very inconsistent between classrooms, no formal expectations <p><u>Actions: Fall 2016</u></p> <ol style="list-style-type: none"> Involve students in the teaching/communication of core values through short videos, role play, assemblies Lesson plan on site, some other tools on staff site, student produced in videos in Library and 5th grade, student leadership incentives 	<p>PBIS Team</p> <p>Susan</p>	<p>August Staff PBIS PD</p> <p>September 2016</p>
	<p>1.5 Problem Behavior Definitions</p>	2	<p><u>Notes:</u></p>	<p>Susan</p>	<p>Fall 2016</p>



Data source: Defined Behaviors Matrix		<ul style="list-style-type: none"> Introduce Defining and Responding to Behaviors Document to staff <p><u>Actions:</u></p> <ol style="list-style-type: none"> Revisit Staff meetings on 11/21 (introduced) 12/5 and 2/27 (norming expectations and definitions) 	Anjene Sada	
1.6 Discipline Policies Data source: Behavior Matrix	1	<p><u>Actions:</u></p> <ol style="list-style-type: none"> Student-family handbook revised to reflect behavior expectations Need problem behavior definitions Done 11/17 	Sada will create flow chart for responses for Family Handbook and Staff Handbook	
1.7 Professional Development Data source: Staff PD calendar	2	<p><u>Notes:</u></p> <ul style="list-style-type: none"> Bring in district TOSA support for community circle, trauma informed practices and intentional parent engagement We've had 5 folks trained and done 2 restorative circles with families! 		
1.8 Classroom Procedures Data source: Classroom management plans	1	<p><u>Notes:</u></p> <ol style="list-style-type: none"> <p><u>Actions:</u></p> <ol style="list-style-type: none"> Staff to share with families during Parent-Teacher Conference Susan to check-in with staff Classroom procedures exist in every classroom, need more definition in writing them down 		
1.9 Feedback and Acknowledgment Data source: School events calendar,	2	<p><u>Notes:</u></p> <ol style="list-style-type: none"> <p><u>Actions:</u> <i>Started with Friend Table and First Wednesday awards, added Student Store and special events</i></p> <ol style="list-style-type: none"> PD in praise and pre-correction at a staff meeting?-Yes, but needs more consistency and more research-base 		
1.10 Faculty Involvement Data source: Discipline Referral Data	2	<p><u>Notes:</u></p> <ol style="list-style-type: none"> <p><u>Actions:</u></p> <ol style="list-style-type: none"> Look at data during an Equity meeting was planned for January meeting and cancelled due to snow days 		



	1.11 Student/Family/Community Involvement Data source: Survey, PD Calendar	2	<p><u>Notes:</u></p> <ol style="list-style-type: none"> 1. Sit down and talk with families, surveys (electronically, face to face) 2. What are the best times for family meetings with Principal and Counselor <p><u>Actions:</u></p> <ol style="list-style-type: none"> 1. Survey at back to school night - likert style pre-administered 9/16 2. Interpreters for back to school night 3. Reach out to some families to join PBIS Conversation initiated 1/17 	Sada	Fall 2016 September 2016
Eval	1.12 Discipline Data Data source: Discipline referral data	1	<p><u>Notes:</u></p> <ol style="list-style-type: none"> 1. Reviewed 9/16 and 1/17 for CAP review with Site Council <p><u>Actions:</u></p>		
Evaluation	1.13 Data-based Decision Making Data source: PD calendar, PBIS COmmittee notes	1	<p><u>Notes:</u></p> <ol style="list-style-type: none"> 1. <p><u>Actions:</u></p>		
	1.14 Fidelity Data Data source: 11/16 Cluster meeting	1	Survey 5/1/17-Staff Survey 5/17 Community		
	1.15 Annual Evaluation Data source: 5/30/17 Staff mtg	1			

Common Area Behaviors Lesson Plans

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

