
Bridger Creative Science School Climate Plan 2025-2026

Mission

Through the deliberate use of relationship-building experiences, exploration of essential questions, and integration of multiple perspectives, we inspire students to actively participate in their education and create tangible evidence of meaningful learning.

Vision

Our constructivist approach to learning ensures that all of our students become critical, reflective thinkers, courageous problem-solvers, and engaged, compassionate community builders.

Core Values

S - I am self-aware.

P - I have purpose.

A - I am adaptable.

A - I have agency.

C - I am collaborative

E - I am empathetic

WHAT IS SCHOOL CLIMATE?

SCHOOL CLIMATE OVERVIEW

School Climate encompasses culturally relevant Positive Behavioral Interventions and Supports (PBIS), restorative practices and schoolwide transformative social-emotional learning opportunities for all students. Racial equity and social justice are woven into all aspects of school climate to ensure that all students experience a sense of belonging and have a positive school experience.

MULTI-TIERED SYSTEM OF SUPPORT

School climate is an essential component of the Multi-Tiered System of Support (MTSS) framework. MTSS is a proactive, data-driven practice used at Portland Public Schools to support all students. It uses evidence-based instruction, intervention and assessment practices to ensure that every student receives the appropriate level of support based on their level of need. These tiered academic and

behavioral interventions help eliminate barriers to learning and enable every student to successfully reach their full potential.

SCHOOLWIDE VALUES AND COMMON AREA EXPECTATIONS

Our School's Core Values are

S - I am self-aware.

P - I have purpose.

A - I am adaptable.

A - I have agency.

C - I am collaborative

E - I am empathetic

Our Core Values are adapted from our adopted SEL curriculum, Wayfinder, and reflect key social emotional skills identified by CASEL. Posters are distributed throughout the building in order to make them visible to students, staff and families. The intention is to send a consistent message about what our school community values and how it looks different in various common areas. This will help Bridger Creative Science School ensure that our core values are inclusive and affirming.

Students need consistent staff instruction to learn our core values and master the skills to be successful and prepared to be college and career ready. All adults acknowledge and reinforce these core values when interacting with students.

Our core values are woven into our regular classroom and common teaching practices in every lesson throughout the day at multiple grade levels. Staff name them consistently and strategically teach and review our core values throughout the school year.

Common Area Expectations

<i>Bridger Creative Science School</i>	
	● Self Awareness ● Purpose ● Adaptability ● Agency ● Collaboration ● Empathy



HALLWAYS	
• Walk on the right • Look out for others • Voice Level 0-1	• Hands and Body to self • Keep our space clean and awesome!
BATHROOMS	
• Go • Flush • Wash • Leave No Trace • Leave the Space • Everyone has the right to use the bathroom that feels right for them.	
LIBRARY	
• Treat books with care. • Return materials where they belong. • Use level 0-2 voices.	• Wait to check out books. • Return books on time.
CAFETERIA	
• Raise your hand for help. • Remain in the cafeteria. • Help others if needed.	• Quiet conversation, use level 1-2 voices. • Clean your space, leave no trace. • Bottoms on bench, Legs Inside
PLAYGROUND	
• Play fair, play smart, play safe • Return playground equipment when finished with your game.	• Invite and include others • Line up when the whistle blows.
BUSES	
• Enter and exit safely • Remain seated	• Use level 1 voices • Interact with kindness
ASSEMBLIES	
• Stay seated. • Level 0 Voice • Eyes on the presentation	• Respond to the quiet signal • Appreciate performances and speakers appropriately
OFFICE	
• Stop at the front desk and check-in. • Use good manners, and be polite.	• Wait quietly for your turn. • Return to class promptly.

[BCSS Common Area Expectations](#)

TEACHING COMMON AREA EXPECTATIONS

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

[Common Area Lesson Plans](#)



TEACHING EXPECTATIONS (1.4)

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

Rotation Schedule and Calendar

Date
August & September: Teams ensure that school staff understands that all students need explicit teaching about co-constructed expected behavior at school. - Rotations to the Playground, Cafeteria and Office/Hallway are organized for teachers to teach expectations.
January - first weeks after Winter break: Teams ensure that school staff understands that all students need explicit teaching about co-constructed expected behavior at school. - Rotations to the Playground, Cafeteria and Office/Hallway are organized for teachers to teach expectations.
April - first weeks after Spring break: Teams ensure that school staff understands that all students need explicit teaching about co-constructed expected behavior at school. - Rotations to the Playground, Cafeteria and Office/Hallway are organized for teachers to teach expectations.
As indicated by BCSS student discipline data 2024/25

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, using restorative practices to reduce and repair harm, and motivating students to do their best and monitor their own behavior.

Lunch and Recess Supervision Guidelines



The Six Features of Active Supervision



Portland Public Schools

2/24/25

	Feature	Components
1	Movement	• Constant • High rate • Randomized within specified area(s) • Targets known problem areas
2	Scanning	• Constant • Targets both appropriate (SPAACE) and inappropriate behaviors • Targets known problem areas • Uses both visual and auditory cues • Increases opportunities for positive contact
3	Positive Contact	• Use SPAACE Language - Self-Awareness, Purpose, Agency, Adaptable, Collaborative, Empathetic • Friendly, respectful, open demeanor • Proactive, non-contingent • High rate of delivery (3:1 positive to correction)
4	Positive Reinforcement	• Contingent on behavior • Compliments • Consistent (with behavior and across staff) • High rate of delivery (3:1 positive to correction)
5	Corrective Responses (Low level responses)	• Immediate • Contingent on behavior • Non-argumentative, non-critical • Specific to behavior • Systematic: correction, model, lead, and retest • Consistent (with behavior and across staff)
6	Consequences when Corrective Responses are not working (STAFF ONLY)	• Documented • Neutral, businesslike demeanor • Non-argumentative, non-critical • Consistent (with behavior and across staff) • Fair, non-arbitrary



BELONGING

Each Bridger Creative Science School student deserves to come to school and feel seen, safe and valued. In order to make this happen, adults across the school intentionally support all students by implementing the following:

- A warm greeting by name each morning
- Clear classroom expectations (using SPACE Agreements) taught, practiced and acknowledged
- Common Area Expectations lessons three times per year
- Classroom and Common Area Community Agreements
- Wayfinder Lessons and Activities
- Community Circles
- Counselor led circles/classroom lessons
- Social Emotional Learning practices in core content areas:
 - Inclusive Welcome
 - Engaging Strategies
 - Intentional Closure
- Calming spaces in each classroom
- Flexible classroom seating
- Positive communication with caregivers
- Providing Sentence Frames and other supports for Restorative Conversations
 - ▢ RJ Sentence Frames 25-26
- Positively recognizing when students demonstrate the 6 core Wayfinder Skills
- Verbal Escalation Strategies
 - ▢ Copy of October 2024 Climate & Culture PL
- - ▢ Strategies for Recognizing, Preventing and Managing Crisis Behaviors 25-26
- [BCSS School-Wide Behavior Support Protocol](#)
- Tier I Climate Staff PD Resources
 - Verbal De-Escalation Strategies:
 - ▢ Copy of October 2024 Climate & Culture PL
 - - ▢ Strategies for Recognizing, Preventing and Managing Crisis Behaviors 25-26
 - - ▢ RJ Sentence Frames 25-26

STUDENT INTERVENTION TEAM: ADDITIONAL BEHAVIOR & ACADEMIC SUPPORTS (TIER II AND TIER III)

When Tier 1 classroom and schoolwide supports are not enough to ensure student success, students may be brought to the school Student Intervention Team (SIT) to develop and implement Tier II and III interventions.

The Student Intervention Team (SIT) is a collaborative, general education solution-generating team made up of a variety of school perspectives. The purpose of the SIT is to

- support teachers in reflecting on and enhancing their Tier I practices and
- implement targeted Tier II and III behavior and Tier III academic interventions when needed.



Utilizing an equity lens, the team considers the whole student when making decisions that affect their long-term educational experience and sense of belonging in PPS. SIT works to provide every student and adult what they need to thrive in the general education setting. **Caregivers are notified about student strengths and challenges, as well as planned interventions, at all points in the process.**

Example Tier II Behavior Interventions	
Function: Access/Obtain Check In/Check Out Meaningful Work Social/Emotional Skills Group Check and Connect	Function: Escape/Avoid Breaks are Better Check and Connect Social/Emotional Skills Group
Example Tier III Behavior Practices & Intervention	
PRACTICES (non-exhaustive) Safety Plan Supervision Plan Planning for Managing Escalating Behaviors (with FBA/BSP)	INTERVENTION (exhaustive) Individualized interventions outlined in the FBA/BSP

PERSONAL ELECTRONIC DEVICES:

In alignment with the new PPS board policy, students must keep personal electronic devices off and away throughout the school day. This includes cell phones, tablets, smart watches, and similar devices. This is reflected in our school’s behavior matrix and discipline flowchart, linked below.

DEFINING STAGE 1 AND STAGE 2/3 BEHAVIORS

Behavior level calibration will be conducted by building staff in order to properly reflect the evolving needs of our community and to accommodate the diverse racial, cultural, linguistic and developmental needs of our school.

Defining Behaviors

[BCSS Behavior Response](#) Flow Chart

[BCSS School-Wide Behavior Support Protocol](#)

DISCIPLINE POLICIES

Bridger Creative Science School has created and calibrated around a flowchart to describe how staff respond to unexpected behaviors. If a student is escalated such that the flowchart below does not meet their needs, they may utilize the school's de-escalation space. De-escalation spaces are a predesignated non-punitive space in the school, not the classroom, for students to de-escalate with adult support.



**Purpose of All Student Behavior Responses:
De-escalate, Resolve, Restore, Re-teach, Return to Learning**

EFFECTIVE CLASSROOM PRACTICES PLAN

Every teacher will have an Effective Classroom Practices Plan (ECP Plan). These plans cover the essential features of effective classroom practices: Structure, teaching expectations, acknowledging positive behaviors, and supporting regulation & restorative practices.

Co-creating classroom practices reduces variability between classrooms and makes it more consistent for students. Teachers are given time to create aligned plans prior to the start of school and plans are shared with administration no later than the day before back to school night.

[Teacher ECPs](#)

FEEDBACK AND ACKNOWLEDGEMENT SYSTEMS

Research shows that when staff observe and acknowledge students exhibiting expected behaviors, those behaviors will increase and unexpected behaviors will decrease. Specific praise is important in increasing the recurrence of expected behaviors. When observing expected behaviors in the common areas/ classrooms/ buses, all staff acknowledge students exhibiting our core values verbally, with specific praise, and by awarding  SPACE BUCKS

When students are observed exhibiting any of our SPACE values in common areas/ classrooms/ buses, all staff provide verbal acknowledgement/praise and a SPACE buck.

Description of our school-wide acknowledgement system:

- Our monthly Assemblies will celebrate classrooms that have successfully exhibited the selected Wayfinder SPACE value of the month
- Teachers can email Climate Team Representatives when a student exhibits the identified values
- Climate Team will take Feedback from students and families about current systems and planning for changes and improvements}

Proactive Strategies:

Staff build a learning community by

- Routinely weaving Restorative Justice practices, PBIS, and Equity into classroom practices
- Have at least a 5:1 ratio of acknowledgements to corrections both classwide and for individual students
- Explicitly teach and reinforce school/classroom/activity behaviors you expect students to demonstrate throughout the lesson
- Creating community agreements with input from students that are posted and referred to regularly
- Greeting students at the door during transitions to have a positive initial interaction
- Holding restorative/community building circles and activities regularly so students feel connected to the learning



environment and each other

- Warmly welcoming students back when they return from any break outside the classroom.
- Building positive relationships with students by connecting and checking in about life outside of school
- Finding ways to make the curriculum relevant to students' lives (through their culture, language, interests, etc.)
- Recognizing and reinforcing on-task behaviors by distributing acknowledgements and through other incentives/positive interactions
- Providing leadership opportunities for students by assuming classroom responsibilities to become positive role-models
- Developing classroom routines and rituals and sticking with them
- Providing multiple opportunities for students to listen to and learn from each other
- Avoiding power struggles (keep voice at neutral, restate expectations positively, maintain high expectations, provide choices instead of ultimatums when appropriate, redirect problematic behaviors privately, and provide students with the time and space to redirect themselves)
- Looking for opportunities to increase student voice and choice where students can contribute their ideas and life experiences connected to the curriculum

Description of our school-wide acknowledgement system:

Family/Caregiver Involvement & Feedback Opportunities

AUGUST ● Connect to Kinder	SEPTEMBER ● Back to School Night ● Climate Team Meetings ● Site Council Meeting ● SPAACE School Assembly ● PTA Board Meeting/Community Meeting	OCTOBER ● Climate Team Meetings ● Site Council Meeting ● SPAACE School Assembly ● PTA Board Meeting/Community Meeting ● BIPOC Family Night
NOVEMBER ● Conferences ● Community Meeting ● Climate Team Meetings ● Site Council Meeting ● SPAACE School Assembly ● PTA Board Meeting/Community Meeting ● Conferences ● Middle School Info Night	DECEMBER ● Site Council Meeting ● Climate Team Meeting ● SPAACE School Assembly ● PTA Board Meeting/Community Meeting ● Linguistic Diversity Family Night	JANUARY ● Climate Team Meetings ● Site Council Meeting ● SPAACE School Assembly ● PTA Board Meeting/Community Meeting
FEBRUARY ● Connect to Kinder	MARCH ● Climate Team Meetings	APRIL ● Connect to Kinder



● Community Meeting ● Site Council Meeting ● Climate Team Meetings ● SPAACE School Assembly ● PTA Board Meeting/Community Meeting ● STEAM Night	● Site Council Meeting ● SPAACE School Assembly ● PTA Board Meeting/Community Meeting ● Neurodivergent Family Night	● Site Council Meeting ● Climate Team Meetings ● SPAACE School Assembly ● PTA Board Meeting/Community Meeting ● QSA/GSA Family Night
MAY ● Climate Team Meetings ● Site Council Meeting ● SPAACE School Assembly ● PTA Board Meeting/Community Meeting ● Schoolwide Celebration of Learning	JUNE ● Site Council Meeting ● Climate Team Meetings ● SPAACE School Assembly	



DATA THAT INFORMS OUR CLIMATE PLAN

Culturally Responsive Tiered Fidelity Inventory (CR-TFI) & Fidelity Implementation Tool (FIT)

This School Climate Plan is under continuous review using both the CR-TFI and domains in the FIT Assessment that pertain to strong and positive school culture and inclusive behavior/social emotional instruction. These tools guide the action planning for the implementation of a positive school climate and connect directly with this School Climate Plan and the School Continuous Improvement Plan.

Current Improvement Plans

-  Bridger Creative Science FIT Report 23-24
- [24-25 SCIP](#)

Successful Schools Survey (SSS)

- Completed once a year in November by all students (grades 3-12), staff, and caregivers.
- Reviewed by the School Climate Team and shared with staff, students and caregivers. Used to monitor and adjust climate initiatives.



Recent SSS data

Attendance	Overall	Black	Native	White	Latino	Asian	Mult	Pac Isl
% of students below 90%	36	29	100	39	28	15	29	71
% with 1 or more referral	27	42	50	25	28	24	31	29
% with 1 or more suspension	1				3	3	2	
% favorable Successful School Survey School Safety (K-5)	58	64		60		61	31	
% favorable Successful School Survey School Safety (6-8)	63			62	69	58	80	
% favorable Successful School Survey Student Engagement (K-5)	64	72		67		71	55	
% favorable Successful School Survey Student Engagement (6-8)	47			43	37	50	87	
% favorable Successful School Survey School Climate (K-5)	48	61		47		59	25	
% favorable Successful School Survey School Climate (6-8)	40			36	45	43	50	
% favorable Successful School Survey Sense of Belonging (K-5)	53	69		51		53	67	
% favorable Successful School Survey Sense of Belonging (6-8)	43			40	42	34	68	
% favorable Successful School Survey Teacher-Student Relationship (K-5)	68	67		72		74	64	
% favorable Successful School Survey Teacher-Student Relationship (6-8)	63			62	49	67	76	

