Glencoe School Climate Handbook

We are an **Inclusive Community** that **Cares, Collaborates, and Perseveres.**

2023-2024

Glencoe Elementary is an Inclusive Community that Cares, Collaborates, and Perseveres

Glencoe includes, welcomes and celebrates everyone in our community. Glencoe is a school where all members care about one another and our surroundings. We successfully collaborate in and out of the classroom for the betterment of our community. We persevere by engaging with challenging academics, setting goals, working hard and never giving up.

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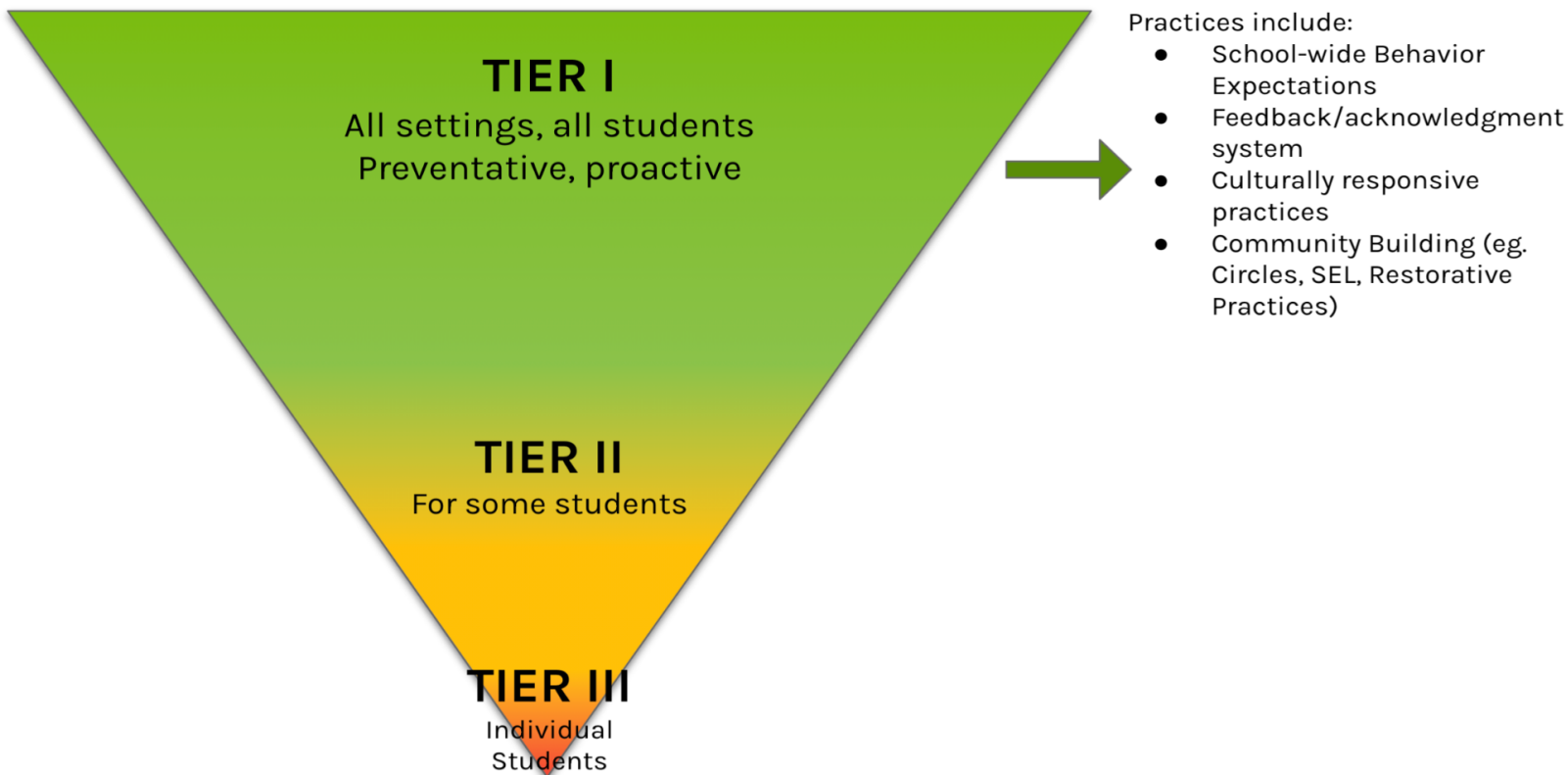
WHAT IS SCHOOL CLIMATE?

MULTI-TIERED SYSTEMS OF SUPPORT

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

SCHOOL CLIMATE OVERVIEW

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

MTSS FOR STUDENT SUCCESS

TIER I
All settings, all students
Preventative, proactive

TIER II
For some students

TIER III
Individual
Students

Practices include:
- School-wide Behavior Expectations
- Feedback/acknowledgment system
- Culturally responsive practices
- Community Building (eg. Circles, SEL, Restorative Practices)

Culturally Responsive Positive Behavior Interventions & Supports (CR-PBIS)
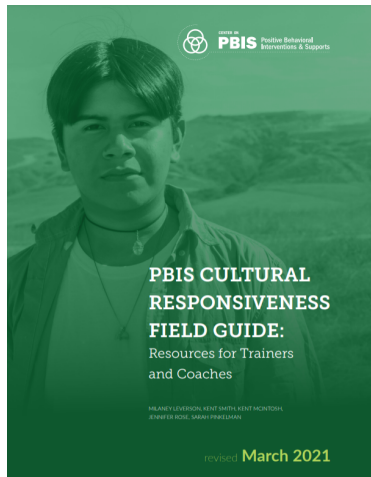
Our definition of cultural responsiveness within SWPBIS includes the following core components:

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

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

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

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

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

The school climate team brings together all stakeholders to:
- Develop and promote school values
- Develop common area expectations for all parts of the building
- Design lesson plans and schedules to teach common area expectations throughout the year.
- Create and maintain systems to acknowledge students who are following expectations. This may be acknowledgement tickets, assemblies, or awards for individuals, classes, grade levels, etc.
- Develop school wide policies that are proactive, preventative and restorative.
- Build corrective discipline systems (i.e. a flowchart) and calibrate clear definitions of student behaviors.

How do we make certain that PBIS is culturally responsive?
- We use the Panorama Successful Schools survey data and {empathy interviews &/or surveys} to systematically assess and review student and family voices and adjust our practices to reflect the needs of our community.

RESTORATIVE PRACTICES

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

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

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

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

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

RACIAL EQUITY & SOCIAL JUSTICE (RESJ)

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

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

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

We owe our students this.

-- Guadalupe Guerrero, Superintendent, Portland Public Schools

SOCIAL EMOTIONAL LEARNING

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

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

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

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

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

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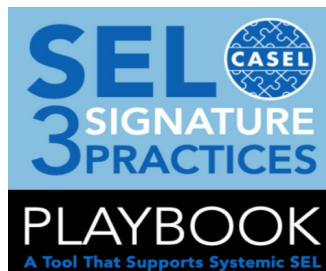
THE SCHOOL CLIMATE TEAM (TIER I)

SCHOOL CLIMATE TEAM INFORMATION (1.1/1.2)

Team Member	Name	Primary Meeting Role (Facilitator, Data Analyst, Minute Taker)	Backup Meeting Role (Facilitator, Data Analyst, Minute Taker)
Climate/ILT Representative	Sara Gardner	Facilitator	Data Analyst
Administrator	Katie Gunderson	Data Analyst	Facilitator
Family Member	Vetted through Site Council, and PTA		
Behavioral Expertise	Principal, Counselors, School Psychologist, LRC teacher(s)		
Coaching Expertise	Admin, Sara Gardner, School Psychologist, SPED Team, School Climate TOSA		
Knowledge of Academic/ Behavioral Patterns	Admin, General Education Teacher(s), Counselors, School Psychologist, SPED Team		
Knowledge of School Operations/Programs	Administration, Teachers, SIT Team Members: Sara Gardner, Chris Wulferdingen , Janell Orchard , Moira Tofanelli-Dougherty , Admin Climate Team Members: TBD	Minute Taker: Sara Facilitator: Sara Minute Taker rotates Facilitator: Sara	
Student (for HS)			

Climate Team Meeting Schedule: Dates TBD

Month	Date/Time	Room	Topic/Assessment
August	8/18 1:00-3:00pm	205	Beginning of the year PD/systems and structures
September		205	Action Plan Last year's Discipline Data Review
October		205	Monthly Discipline Data Review
November		205	Monthly Discipline Data Review
December		205	Monthly Discipline Data Review
January		205	TSEL Planning/Review
February		205	Tiered Fidelity Inventory (TFI) Assessment & Action Plan TSEL Planning
March		205	Monthly Discipline Data Review TSEL Planning Review
April		205	Tiered Fidelity Inventory (TFI) Assessment, Action Plan & Review/Update Climate Handbook
May		205	Planning for rollout next year
June		205	

Meeting Agenda:

- Climate Team meetings {minutes} will be available for the community to review
- Glencoe's School Climate meeting minutes can be found here - TB updated or revised
- Monthly Discipline Data
- CR-PBIS School-wide Systems (assessing the effectiveness of our Equity Practices on school climate)
- Family and student voice: how we are ensuring 2-way communication and partnerships
- Integration of Restorative Practices

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

TIER I IMPLEMENTATION
Programmatic Supports for all Students
SCHOOLWIDE VALUES AND COMMON AREA EXPECTATIONS (1.3)

Our School Values Statement: Glencoe is an **Inclusive** community that **Cares, Collaborates**, and **Perseveres**.

Inclusive - We are welcoming

Care - We are kind and respectful

Collaborative - We help and encourage others

Persevere - We keep working even when it's hard

Posters (with student, staff, family & community-produced values) have been made and distributed throughout the building in order to make them visible to students, staff and families. The intention is to send a consistent message about what our school community values and how it looks different in various common areas. This will help Glencoe ensure that our school values are inclusive and affirming.

These school values are important for the Glencoe school community, because these are the qualities that help students be successful in life. Our students need to understand and exercise Glencoe 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

Glencoe Elementary School Expectations
ASSEMBLIES **(Currently assemblies are not allowed)**
Include — Care — Collaborate — Persevere
- Use kind words and actions   - Keep hands, feet and objects to yourself   - Sit flat and face forward   - Use Voice Level 1-2 (0 at quiet signal)
BATHROOMS
Include — Care — Collaborate — Persevere
- Go   - Flush   - Wash   - Leave   - Be private
BUSES
Include — Care — Collaborate — Persevere
- Stay seated at all times   - Keep Hands, Feet and Objects to yourself   - Use Voice Level 0 - 2   - Electronics, Food, and Toys stay in Backpacks   - Follow Bus Driver's Directions the First Time
CAFETERIA
Include — Care — Collaborate — Persevere
- Use kind words and actions   - Keep hands, feet and objects to yourself   - Use Voice Level 0-2 (0 at quiet signal)   - Use your time to eat and wear your mask when you are not eating   - Sit in your assigned spot and clean up when you are done eating
HALLWAYS
Include — Care — Collaborate — Persevere

- Use [Voice Level](#) 0-2
- Keep hands, feet, and objects to yourself.
- Keep eyes forward
- Walk where you are going and take no detours
- Stay 3 feet apart

PLAYCOURT: INDOOR RECESS
Include — Care — Collaborate — Persevere

- Activities stay in designated areas
- Use kind words and actions
- Pick up after yourself
- Keep hands, feet and objects to yourself
- Use [Voice Level](#) 0-2

PLAYGROUND **[(See attached game rules for specific playground games)](#)**
Include — Care — Collaborate — Persevere

- Stay in the boundaries
- Use kind words and actions
- Share the playground
- Use the playground equipment appropriately
- When the bell rings, put the equipment away, put your mask back on and line up quickly

CLASSROOM
Include — Care — Collaborate — Persevere

- We are welcoming
- We are kind and respectful
- We help and encourage others
- We keep working even when it's hard

Expectation posters are used throughout the building and in classrooms for students to be able to visually see the expectations in a given space. Those posters can be found [here](#)

TEACHING EXPECTATIONS (1.4)
See Lesson Plans for teaching common area expectations in appendix

Yearly Schedule for Teaching Common Area Expectations

Teams have a process and procedures for staff to teach students the behaviors necessary to be successful in the school setting regardless of previous learning and without disrespecting families' beliefs. When expectations differ between home or community and school, staff examine these differences critically, and if determined to be necessary, they explicitly teach the skills (including providing a clear rationale for having a different expectation at school and opportunities for practice and feedback until students demonstrate the skill fluently).
–PBIS CR Field Guide, p.16

Date
August 24- September 30, 2021: Teams ensure that school staff understand that all students need explicit teaching about co-constructed expected behavior at school.*
January 3–January 7, 2022: Teams ensure that school staff understand that all students need explicit teaching about co-constructed expected behavior at school.*
March 28-April 1, 2022: Teams ensure that school staff understand that all students need explicit teaching about co-constructed expected behavior at school.*
As indicated by Glencoe discipline data 2021-2022

Active Supervision for Glencoe

Staff actively supervise while on duty by staying alert and proactively circulating within groups of students. Staff interact with students in a positive and constructive way. This includes acknowledging positive behaviors and actions, scanning for potential growth areas, modeling and supporting regulation strategies, and using restorative practices to reduce and repair harm.

DEFINING STAGE 1 AND STAGE 2/3 BEHAVIORS (1.5)

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

Defining Behaviors

The Glencoe school discipline flowchart (also referred to as Glencoe's Behavior Level Flowchart) can be found here

Low Level Behaviors	Minor: Stage 1 Classroom Managed Behaviors	Moderate/Severe: Stage 2/3 Office Managed Behaviors
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.) ● Copy of Stage 1 report to office ● Student stays–takes form home ● No immediate involvement by admin	Office referrals: Administrator will contact the parent. Teacher must make follow up contact **by phone or in person** with parent within 24-48 hours. ● Can include *chronic* Stage 1 misbehaviors (paper goes/student stays/admin within 24 hours) ● Extreme/harmful/illegal (paper and student go/admin deals before student returns)
Language ● Language "slips" ● Inappropriate non swearing language ● Inappropriate language not understood by the user	**Swearing/Vulgarity** (written/spoken) ● Use of swear word/s ● Use of hand gestures ● Sexual Talk	**Swearing/Vulgarity** (written/spoken) ● Use of swear word/s directed at another person or repeated use. ● Repeated use of obscene hand gestures ● Repeated or explicit sexual talk
Vandalism/Theft/Misuse of Property ● Careless accident as a result of misuse of property ● Climbing on bathroom stalls ● Inappropriate use of water dispenser	**Vandalism/Theft/Misuse of Property** ● Repeatedly teasingly taking others possessions ● Intentionally damaging property –can be easily fixed w/ little time or no cost	**Vandalism/Theft/Misuse of Property** ● Taking others possessions to keep ● Purposely damaging property – if fixable, timely or cost involved ● Repeatedly damaging property-- can be easily fixed w/little time or no cost
Annoyances ● Distracting/interrupting others while working ● Noise making ● Out of seat ● Inappropriate use of school materials ● Cutting in line	**Classroom Disruption** ● Repeated Annoyances ● Repeatedly interrupting others while working	**Chronic/Serious Classroom Disruption** ● Chronic/ongoing classroom disruptions ● Unsafe Behaviors
Reluctant Compliance ● Initially resisting or ignoring directions	**Ignoring Instructions** ● Ignoring reasonable directions after repeated requests	**Defiance** ● Refusing reasonable directions after repeated requests
Thoughtlessness ● Doesn't care if it hurts others feelings ● Isolated instance of disrespect	**Disrespect** ● Repeatedly argumentative with peers and/or adults	**Blatant Disregard** ● Verbally combative with peers and/or adults
Teasing ● Altering names ● Annoying on purpose: bugging ● Teasing that stings ● Put Downs	**Pre-harassment** ● Threatening stares ● Mean-spirited teasing ● Repeated teasing or annoying on purpose	**Harassment** ● Intentional, continuous or repeated taunting ● Threats/extortions ● Ethnic/racist, sexist, disability related, sexual orientation or religious based remarks
Hands/Feet/Objects to Self ● Poking or pushing ● Pinching, jostling, ● Retaliating as above	**Roughness** ● Play wrestling, body holds, light kicking, shoving ● Pre-fighting, aggressive posturing – pushing	**Fighting/Aggression** ● Severe and intentional physical harm ● Encouraging another to fight

Responding to Behaviors

	Low Level **and STAGE 1*** *Managed by Teacher in Classroom* (Student remains in class) (*Bolded Bullets are required for Stage 1)	STAGE 2 *Referral that may wait for Administrator* (Student remains in class or is directed to a buddy room)	STAGE 3 *Immediate Administrative Assistance* (Student is removed from classroom)
Consequences	• Restorative conversation • Apology letter (to repair harm) • **Teacher contacts the parent/ guardian and documents it**	• Supervised/structured recess • School community service (ex: behind the scenes lunch job, help custodian) • Miss a schoolwide activity (ex: dance, field trip) • Teacher contacts the parent/guardian and documents it	• Determined by Administrator according to Student Rights and Responsibilities Handbook
Interventions	**Teacher uses 3 Classroom Interventions in the following list:** • Community Circle • Reteach rule • Change seating • Gentle reprimand • Keep in proximity • Pre-correction • Private redirection • Restitution • Time out (out of class- less than 15 minutes) in buddy classroom • Time out (in class) • Use buddy classroom to finish up work • Sensitive use of humor • Family input & collaboration • Praise for taking responsibility • Identify replacement behavior • Redirect student • Modify/differentiate work • Positive practice • Social stories • Visual reminder • Think sheet	• Student Intervention Team • Stage 1 interventions • Behavior contract • Identify "safe place" to cool off • Check-in/check-out groups • Meaningful work • Quick Behavioral Assessment • Social stories • Interest Inventory • Parent conference (in person or on the phone) with administrator • RTI continuum and/or targeted small groups • Daily Progress Report • Restorative Dialogue	• Student Intervention Team • Check-in/check-out with individuals • Mentor at school • Safety plan • Motivating Success Through Partnerships program (MSP)

Teacher Responsibilities	1. Teacher implements appropriate interventions 2. **Teacher completes Stage 1 Behavior Report** 3. **Teacher contacts parent/guardian** 4. **Teacher sends a copy of the Stage 1 report home (parent signature is optional)** ***Common Area Stage 1 Report*** Staff complete Stage 1 Behavior Report and forward to classroom teacher, who communicates to parent/guardian ***Stage 1 Report during "Specials"*** Specialist completes Stage 1 Behavior Report and communicates with classroom teacher to determine who should communicate with the parent/guardian	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/guardian 5. Check in Synergy to find out follow up information ***Common Area Stage 2 Report*** Staff complete Stage 2 Behavior Report and forward to classroom teacher, who communicates to parent/guardian ***Stage 2 Report during "Specials"*** Specialist completes Stage 2 Behavior Report and communicates with classroom teacher to determine who should communicate with the parent/guardian	1. Teacher implements appropriate interventions 2. Teacher completes Stage 3 Behavior Report 3. Teacher calls office and asks for Administrative assistance 4. Teacher calls parent/ guardian to inform of the situation. ***Common Area Stage 2 Report*** Staff complete Stage 3 Behavior Report and forward to classroom teacher, who communicates to parent/guardian ***Stage 3 Report during "Specials"*** Specialist completes Stage 3 Behavior Report and communicates with classroom teacher to determine who should communicate with the parent/guardian
Administrative Responsibilities	No administrative involvement necessary	1. Administrator consults reporter/teacher about Stage 2 Behavior Report 2. Administrator resolves incident within 2 days 3. Administrator contacts parent/guardian 4. Administrator returns Stage 2 Behavior Report to teacher or sends an e-mail stating report is in Synergy	1. Administrator or designee picks up student and Stage 3 Behavior Report from classroom 2. Student does not return to class until conference with Administrator 3. Administrator consults reporter/teacher about Stage 3 Behavior Report the same day or next 4. Administrator returns Stage 3 Behavior Report to reporter/teacher 5. Administrator reviews possible student support through RTI Continuum 6. Administrator contacts the Parent/Guardian

DISCIPLINE POLICIES *(1.6)*
See Glencoe's School Climate Plan [here](#)

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: MTSS District PD Slides • Teaching school values & common area expectations schedule • Teaching classroom routines & expectations • Schoolwide and classroom acknowledgement systems • Correcting fluently • Influence of race, culture and language on adult expectations and student behavior	
September	Tier II Orientation: SIT flowchart, Tier II Matrix of Interventions (academic/behavior) Transformative SEL Practices - deeper dive into principles	
October	MTSS - Family Connections	
November	MTSS - Culturally Responsive Teaching & the Brain PD	
December	MTSS - No Meeting	
January	MTSS - Data Review & TSEL Training:Self awareness & Self-Regulation	
February	MTSS - Data Review & TSEL Training:	
March	MTSS - Data Review & TSEL Training:	
April	MTSS - Data Review & Data Review & TSEL Training:	
May	Review of School Climate Plan/Staff Handbook - revise as needed	
June	N/A - no available staff meeting time exists	

CLASSROOM PROCEDURES *(1.8)*
Every teacher will have an Effective Classroom Practices Plan (ECPP). ECPPs will be shared with administration no later than the day before back to school night. Co-creating classroom practices reduces variability between classrooms and makes it more consistent for students.

Some sample plans are provided below and PD time will be provided in the first two weeks of school to complete these documents.

The Effective Classroom Practices Plan template, covers the essential features of effective classroom practices: Structure, teaching expectations, acknowledging positive behaviors, and supporting regulation & restorative practices. Here is a link to the ECPP Template that each teacher completes and submits.

Glencoe's Guest Teacher Support System:
Guest teachers play a vital role in maintaining a positive school climate in our school community. Their dedication along with our support as a school community enables guest teachers to provide safe and engaging classrooms where students continue to learn and grow in the absence of their permanent teacher. The following documents are part of our Guest Teacher Support System:

- Guest Teacher Welcome Letter
- Guest Teacher Handy Reference Guide (to be completed by each Glencoe teacher)
- Student Expectations for hosting a Guest Teacher

Staff can access the district templates/resources of the Effective Classroom Practices Plan & Guest Teacher Support System Resources here

FEEDBACK AND ACKNOWLEDGEMENT SYSTEMS (1.9)

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

Description of our school-wide acknowledgement system:

SUPER GULL TICKETS

To encourage a positive school climate and recognize students for their efforts, staff will monitor and reward students acting in a manner that aligns with our value statement. Staff can give students or each other a SUPER GULL TICKET to be deposited into Glencoe's Super Gull Gallery. The gallery is a Plexiglass box labeled with benchmarks that indicate school wide rewards earned for each level achieved.

Staff members are strongly encouraged to award students tickets for inclusive, caring, collaborative and persevering acts. The Super Gull Gallery will be kept in the main hallway to hold the tickets. Growth toward our goals will be announced and encouraged at our

Wednesday Morning Meetings. Meeting of a school wide Super Gull benchmark will be announced over the VOIP system.

Glencoe Super Gull Awards

To encourage a positive school climate and recognize students for their efforts, staff will monitor and reward students consistently demonstrating the word of the month (the words are in our value statement). Students are nominated twice a month. The students' names are read over the school intercom system and called to the office to receive a certificate and Glencoe Gull Bracelet. Available staff greet them in the office as they enter.

Acknowledgement Matrix

Type	What	When/Where	Who Gives Them?
Immediate/ High frequency	**Kids**: Verbal Praise, High Fives, Super Gull Tickets and classroom rewards systems (compliment jars, bucket fillers etc) **Adults:** Verbal praise, Super Gull Tickets, positive notes and shout outs	Classroom & Common areas Staff Meetings, Common Areas & Staff Bulletin	All Staff All Staff and Families
Redemption of immediate/ High Frequency	**Kids**: Drop in Super Gull Gallery **Adults:** Drop in Super Gull Gallery	Anywhere on school campus	All Staff
Long term Schoolwide Celebrations	**Kids**: VOIPing monthly Super Gulls (teacher nominated) as well as having celebrations once reaching a collaborative goal of super gull tickets (caught being good) **Adults:**	Kids: Monthly over VOIP System for Super Gull awards and there will be different types of rewards (music at lunch, flop and read, etc.) **Adults:**	Counselor VOIPs Super Gulls, different staff and classroom teachers will help carry out the celebrations

FACULTY INVOLVEMENT (1.10)

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

Date	Data Shared	Staff Input Topic
September	August 24- September 30	What does the data tell us about the implementation of our Tier I systems

January	January 3–January 7	Where are our struggling areas? Looking at our Stage 1 data - what do we need to reteach? Are there any students over represented? What does this tell us?
April	March 28–April 1	Where are our struggling areas?
June	School Climate Survey	Are our Tier I and II Systems working? Looking at our ODR data - what do we need to reteach? Are there any students over represented? What does this tell us?

PLAN FOR FAMILY, STUDENT AND COMMUNITY INVOLVEMENT (1.11)
Schedule for family involvement activities - Spring TBD

Date	Topic & Group	Activities	Organizer
	Family Check-ins	Teachers connect with families:phone, email, virtual meetings. Kinder team does home visits	Glencoe Staff
	PTA/Principal Check-in Parent Volunteers	All families invited. PTA business and Principal gives update on school activities/business Popcorn Fridays	PTA President & Principal PTA
	Conferences Parent Volunteers	Parent/Teacher Conferences Popcorn Fridays	Principal and Staff PTA
	Parent Volunteers	Popcorn Fridays	PTA
1/22			
2/7/22	PTA/Principal Check-in Parent Volunteers	All families invited. PTA business and Principal gives update on school activities/business Popcorn Fridays	PTA President & Principal PTA
3/22	TBD		
4/22	TBD		
5/22	TBD		
6/22			

Glencoe Plan for Student Involvement

Glencoe students are able to get involved in a number of ways throughout the year. There are Meaningful Work jobs posted throughout the year that students can apply for. If chosen for the job, there is training and an adult supervisor. In previous school years, we have had equipment managers, assembly crews, recess set up folks, lunch tub managers, daily greeters, etc. Though jobs change daily, all students are encouraged to apply for jobs that interest them. Another way we will be utilizing student voices this year is through a Student Advisory Committee— a group of upper grade students to brainstorm community building activities, rewards for our school-wide program and other topics as needed.

Glencoe New Student/Family Plan

TIER I EVALUATION

Evaluation of the Effects and Fidelity of the School Climate Practices

DISCIPLINE DATA (1.12)

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

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

Recent TFI scores

- 2020-2021: 47.5

Successful Schools Survey (SSS)

- Completed once a year in February by all students (grades 3-12), staff, and families.
- Reviewed by the School Climate Team and shared with staff, students and families. Used to monitor and adjust climate initiatives (In 2020-21 reviewed by whole staff).

Recent SSS data

- 2020-2021: Slides

School Climate Action Plan (CR-TFI): Glencoe's TFI Action Plan can be found here

Appendix

Links referenced in the above document can be found below in alphabetical order

- [Active Supervision Draft](#)
- [Behavior Level Flowchart](#)
- [Common Area Expectations - posters](#)
- [Effective Classroom Practices Plan](#) (ECCP District template)
- Lesson plans for common area expectations ([Bathroom](#), [Cafeteria](#), [Hallway](#), [Playground](#), and [Playground Areas](#))
- [New Student/Family Plan (draft)](#)
- [School Climate Plan](#)
- [Successful Schools Survey Data](#)
- [TFI Action Plan](#)

Expectation Rotations

Generally there is a two day rotation where classrooms go to designated locations to learn about the common area expectations. Due to the uncertainty of this 2021-2022 school year, we will be utilizing video expectation lessons. Some of these lessons were created last year during Hybrid. These lesson videos will be updated with new guidance and expectations prior to the first day of school. We will also be creating lessons for the cafeteria and playground.

Bathroom Expectation Lesson Plan

Cafeteria Expectation Lesson Plan

Hallway Expectation Lesson Plan

Playground Expectation Lesson Plan

Playground Areas Expectation Lesson Plan