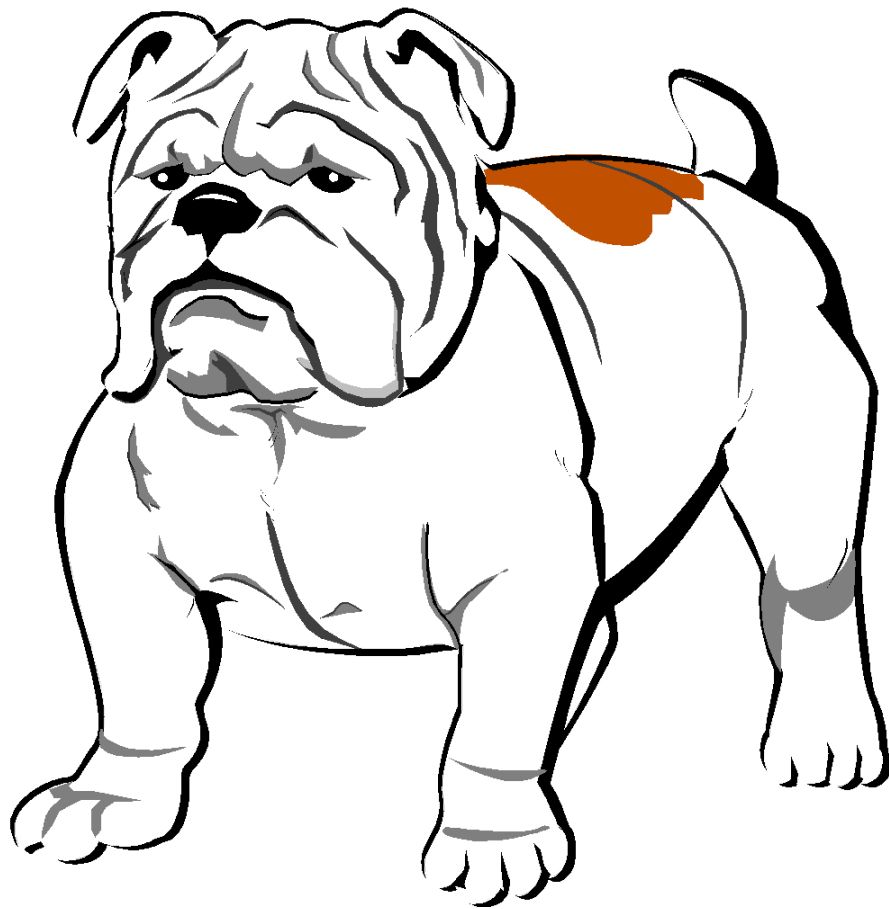


HARRISON PARK SCHOOL CLIMATE HANDBOOK

2019-2020



Harrison Park K-8

Our Mission:

Our Vision:

Principal: Leah Dickey - ldickey@pps.net

Assistant Principal: Emily Moore-Coon - emoorecoon@pps.net

SCHOOL GOALS:

Students at Harrison Park will demonstrate appropriate behavior throughout the school day for following the PAWS behavioral expectations.

Staff will be proactive in minimizing exclusionary practices by having clear expectations, routines and procedures and fostering positive relationships with students and their families.

Staff will teach expectations/behavior skills/procedures/routines and acknowledge appropriate behaviors.

Staff will document interventions in changing students' behavior and follow procedures for handling infractions of expectations.

Staff will use data in making decisions to improve student behavior.

Staff will build safe and positive classroom environments through community building.

SCHOOL CLIMATE TEAM:

Emily Moore-Coon = AP

Stacey Freeman = Counselor

Tami Edwards = Climate Specialist

Catherine Eastman = 2nd grade teacher

Min Lee = ESL/Middle School

CLIMATE TEAM MEETING SCHEDULE 2019-2020

Month	Date/Time	Room	Topic/Assessment
August	2019	Conference	<ol style="list-style-type: none"> 1. Going over climate handbook 2. Goals for 2019-2020 (TFI)
September	11th = AM 25 = PM	Conference	<ol style="list-style-type: none"> 1. Teaching school wide expectations 2. Classroom management plans 3. Sharing info with families 4. Monthly Data 5. Celebrations
October	9th = AM 23 = PM	Conference	<ol style="list-style-type: none"> 1. SIT referral process 2. Monthly Data 3. Celebrations
November	6th = AM 20th = PM	Conference	<ol style="list-style-type: none"> 1. PLC data review cycle/Monthly data 2. Celebrations
December	11th = AM	Conference	<ol style="list-style-type: none"> 1. Monthly data 2. Celebrations
January	8th = AM 22 = PM	Conference	<ol style="list-style-type: none"> 1. Monthly data 2. TFI 3. Celebrations
February	12th = AM 26th = PM	Conference	<ol style="list-style-type: none"> 1. Monthly data 2. Celebrations
March	11th = AM	Conference	<ol style="list-style-type: none"> 1. Monthly data 2. Celebrations
April	8th = AM 22nd = PM	Conference	<ol style="list-style-type: none"> 1. Monthly data 2. Celebrations
May	6th = AM 20th = PM	Conference	<ol style="list-style-type: none"> 1. Monthly data 2. TFI 3. Celebrations
June	3rd = AM	Conference	<ol style="list-style-type: none"> 1. End of year data 2. Celebrations

TIER 1 IMPLEMENTATION

Program Supports for ALL Students = School Wide Values, Social Emotional Curriculum and Common Area Expectations

At Harrison Park we ACT:

Politely

Appropriately

Wisely

Safely

TEACHING EXPECTATIONS

Classroom Expectations

The following Behavior Skills will be taught and reinforced by teachers:

1. Listening
2. Asking for Help (self advocacy)
3. Following Instructions
4. Saying "Please," "Thank You," and "Excuse Me."
5. Concentrating on a Task/Ignoring Distractions

Teacher and Staff Responsibilities

- Teachers and staff will teach, model and practice each of the behavioral expectations, behavior skills, procedures, and routines throughout the year. This includes the classroom expectation language of CHAMPS.
- Teachers and staff will acknowledge student behaviors that meet expectations. Ratio of interaction 5 positives to 1 corrective.
- Teachers and staff will follow procedures for infractions.

Yearly Schedule for Teaching Common Area Expectations

Lessons can be found [here](#)

Date	Topic/Lesson
August - Sept. 2019	Explicit, direct instruction in core values, student behavior, classroom expectations and common area expectations building wide.
January 2020	Explicit, direct instruction in core values, student behavior, classroom expectations and common area expectations building wide.
April 2020	Explicit, direct instruction in core values, student behavior, classroom expectations and common area expectations building wide.
TBD	Further reteaching as indicated by discipline data 2019-2020

Harrison Park Common Area Expectations Matrix
At Harrison Park we ACT:

Routines	Politely	Appropriately	Wisely	Safely
Entering the Building	<ul style="list-style-type: none"> Follow adult directions Use kind words 	<ul style="list-style-type: none"> Come prepared and on time Voice level 1 Power off and put electronic devices away 	<ul style="list-style-type: none"> Report unsafe behavior to an adult Be prepared to learn 	<ul style="list-style-type: none"> Keep hands and feet to self
Restrooms	<ul style="list-style-type: none"> Respect privacy Respect property 	<ul style="list-style-type: none"> Go to closest bathroom Go, flush, wash, leave Place garbage in trash can 	<ul style="list-style-type: none"> Get in, get out Use during designated time, passing time and lunch 	<ul style="list-style-type: none"> Practice personal hygiene One student per class at a time Report problems promptly to an adult
Hallways	<ul style="list-style-type: none"> Respect property Use kind words Honor other's personal space 	<ul style="list-style-type: none"> Walk directly to destination Stay in designated area Voice level 1 	<ul style="list-style-type: none"> Have a visible hall pass Close lockers gently 	<ul style="list-style-type: none"> Keep hands and feet to self Walk on the right side Always walk to the right and move safely
Drop off/Pick up/Bus Zone	<ul style="list-style-type: none"> Follow adult directions Exit building by 3:25pm 	<ul style="list-style-type: none"> Once bell rings go to designated destination Pre-arrange transportation Voice level 2 	<ul style="list-style-type: none"> Report any problems to adults immediately 	<ul style="list-style-type: none"> Keep hands, feet and objects to self Walk bike, scooter or skateboard on school property Use crosswalks
Office	<ul style="list-style-type: none"> Politely state your purpose, using please and thank you Be polite Honor privacy of others 	<ul style="list-style-type: none"> Check in with office staff Have a hall pass Ask permission to use the phone Voice level 1 	<ul style="list-style-type: none"> Wait patiently, orderly and silently behind the counter Ensure your teacher knows where you are 	<ul style="list-style-type: none"> Keep hands and feet to self Be aware of emergency situations and stay clear of responding adult
	<ul style="list-style-type: none"> Clean up after self Honor personal 	<ul style="list-style-type: none"> Stay seated Use table manners Wait to be dismissed 	<ul style="list-style-type: none"> Monitor voice level and language Encourage others to 	<ul style="list-style-type: none"> Keep hands and feet to self Report spills

Lunch	<ul style="list-style-type: none"> space Fair share at salad bar Follow adult directions 	<ul style="list-style-type: none"> Recycle Stack trays neatly Voice level 1 	follow rules	<ul style="list-style-type: none"> Walk at all times
Recess	<ul style="list-style-type: none"> Follow adult directions Treat other students with respect 	<ul style="list-style-type: none"> Check out/return equipment appropriately Promptly re-enter building when bell rings Voice level 4 	<ul style="list-style-type: none"> Use appropriate language Enter in a calm and appropriate manner 	<ul style="list-style-type: none"> Keep hands, feet and objects to self Stay within school boundaries Report problems immediately to adults
Assembly	<ul style="list-style-type: none"> Actively pay attention Eyes on speaker Remain silent Applaud at appropriate times 	<ul style="list-style-type: none"> Listen for “attention please” prompt Stay seated in assigned area Voice level 0 	<ul style="list-style-type: none"> Bring only necessary items 	<ul style="list-style-type: none"> Keep hands and feet to self Enter and exit in an orderly manner Listen for exit instructions
Personal Belongings/ Lockers	<ul style="list-style-type: none"> Open and close quietly Report locker problems to office 	<ul style="list-style-type: none"> Stay organized and clean Use assigned locker School supplies only 	<ul style="list-style-type: none"> Keep combination confidential 	<ul style="list-style-type: none"> Watch out for other students, wait until there is room

Harrison Park Voice Levels

Voice Level 0 <i>No Talking</i>
Voice Level 1 <i>Whisper</i>
Voice Level 2 <i>Quiet Voice</i>
Voice Level 3 <i>Presentation Voice</i>
Voice Level 4 <i>Outside Voice</i>

ACTIVE SUPERVISION BY STAFF

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.

What does it LOOK like?	What does it SOUND like?
<ul style="list-style-type: none"> ● Circulating unpredictably ● Visually scanning the room ● Give Bulldog Bucks ● Redirecting consistently (observed misbehavior receives a response & responses to similar mis-behaviors are the same from student to student, day to day) ● Making eye contact with students ● Responding non-emotionally to misbehavior ● Using respectful body language/non-confrontational stance ● Proximity: Gently moving toward the misbehavior in a relaxed way 	<ul style="list-style-type: none"> ● Interacting positively with students ● Giving 3 acknowledgments to 1 correction ● Correcting calmly and respectfully ● Aligning acknowledgements and corrections closely to the school values and expectations ● Providing comments that acknowledge students' efforts to be successful ● Giving accurate feedback that is specific and descriptive ● Using a voice level 1 or 2 ● Giving reasonably private corrections that address the problem ● Using respectful words and tone of voice ● Speaking in clear & simple language, not framing the direction as a question

During Common Area Duty

1. Arrive and leave on time.
2. Circulate within your area; avoid standing in one place and visiting with other adults.
3. Interact positively with as many students as possible.
4. Scan for potential problems and diffuse them as soon as possible.
5. When a student exhibits behaviors not meeting HP expectations, interact directly to calmly re-teach expectations to that student.

Dress Code Policy for PPS

The District Dress Code policy applies to all schools in Portland Public Schools grades PK-12, with the exception of the schools with a Uniform Dress Code policy.

The responsibility for the dress and grooming of a student rests primarily with the student and his or her parents or guardians.

Allowable Dress & Grooming

- Students must wear clothing including both a shirt with pants or skirt, or the equivalent and shoes.
- Shirts and dresses must have fabric in the front and on the sides.
- Clothing must cover undergarments, waistbands and bra straps excluded.
- Fabric covering all private parts must not be see through.
- Hats and other headwear must allow the face to be visible and not interfere with the line of sight to any student or staff. Hoodies must allow the students face and ears to be visible to staff.
- Clothing must be suitable for all scheduled classroom activities including physical education, science labs, woodshop, and other activities where unique hazards exist.

- Specialized courses may require specialized attire, such as sports uniforms or safety gear.

Non-Allowable Dress & Grooming

- Clothing may not depict, advertise or advocate the use of alcohol, tobacco, marijuana or other controlled substances.
- Clothing may not depict pornography, nudity or sexual acts.
- Clothing may not use or depict hate speech, targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation or any other protected group.
- Clothing, including gang identifiers, must not threaten the health or safety of any other student or staff.
- If the student's attire or grooming threatens the health or safety of any other person, then discipline for dress or grooming violations should be consistent with discipline policies for similar violations.

Defining Behaviors

Harrison Park Behavior Classifications and Definitions: GUIDELINES			
Low Level Student remains in class	Stage 1 Student remains in class	Stage 2 Student remains in class	Stage 3 Student to be removed from

		(can push in)	class
RESPONSIBILITIES Teacher <ul style="list-style-type: none"> On the spot response Repeated behaviors: check in with parents Repeated behaviors: review cum file, previous referrals Support Team <ul style="list-style-type: none"> No Response 	RESPONSIBILITIES Teacher <ul style="list-style-type: none"> Implement Interventions Input Stage 1 Report into Synergy Contact parents Optional: consult with PLC and/or SIT Support Team <ul style="list-style-type: none"> SIT will track for possible future response 	RESPONSIBILITIES Teacher <ul style="list-style-type: none"> Implement Interventions Input Stage 2/3 Referral in Synergy Contact parents Inform admin w/in 24 hours Support Team <ul style="list-style-type: none"> SIT will track for possible future response 	RESPONSIBILITIES Teacher <ul style="list-style-type: none"> Call for support Support Team <ul style="list-style-type: none"> Respond to call Investigate Determine consequence Contact parents Communicate w/staff w/in 24 hrs
Language <ul style="list-style-type: none"> Language “slips” Inappropriate non swearing language Student repeats language but doesn’t understand its meaning 	Swearing/Vulgarity (written/spoken/actions) <i>Mild Cursing</i> <ul style="list-style-type: none"> Use of “lesser” swear words directed towards others Use of “greater” swear words, not directed at others Use of obscene/offensive gestures Minor suggestive/sexual talk 	Swearing/Vulgarity (written/spoken/actions) <i>Indecent Gesture/Exposure</i> <i>Abusive/Profane Language</i> <i>Display of Patently Offensive Material</i> <ul style="list-style-type: none"> Use of “greater” swear words directed at others Repeated obscene/offensive gestures or sexual talk 	Swearing/Vulgarity (written/spoken/actions) <i>Indecent Gesture/Exposure</i> <ul style="list-style-type: none"> Exposing oneself Explicit sexual talk
Vandalism/Theft/Misuse of Property <ul style="list-style-type: none"> Careless accident Climbing on bathroom stalls, throwing paper towels Teasingly taking others possessions Off task computer use 	Vandalism/Theft/Misuse of Property <i>Damaging Property/Taking Property</i> <ul style="list-style-type: none"> Thoughtlessly damaging property - easily fixed w/little time/no cost Taking other’s possessions without intent to be hurtful to anyone else Repeated off task computer use 	Vandalism/Theft/Misuse of Property <i>Technology, Use Violation</i> <ul style="list-style-type: none"> Inappropriate internet searches Technology policy violations 	Vandalism/Theft/Misuse of Property <i>Theft - Minor or Major</i> <i>Property Damage - Minor or Major</i> <ul style="list-style-type: none"> Taking others possessions to keep Purposefully damaging property - may be timely or costly to fix
Annoyances <ul style="list-style-type: none"> Lack of focus Noise making and/or talking Out of seat Cutting in line Running in the classroom/hallway 	Classroom/Disruption <i>Talking too loudly Excessive Talking</i> <i>Bothering Pestering Mild Defiance</i> <i>Not Following Directions</i> <ul style="list-style-type: none"> Repeatedly off task Calling out that interrupts learning Interrupting others while working Argumentative to peers and adults 	Classroom/Disruption <i>Talking too loudly Excessive Talking</i> <i>Not Following Directions</i> <ul style="list-style-type: none"> Repeatedly calling out, interrupting learning Frequently moving about the room, initiating interactions with others during class time 	Serious Classroom/Disruption <i>Disruptive Conduct Off Limits?</i> <ul style="list-style-type: none"> Disruptions such that area or room needs to be cleared Unsafe Behaviors (climbing on furniture, throwing chairs, etc.)
Reluctant Compliance <ul style="list-style-type: none"> Initially resisting or ignoring directions 	Ignoring Instructions <i>Mild Defiance</i> <i>Not Following Directions</i> <ul style="list-style-type: none"> Repeatedly and intentionally ignoring reasonable requests Responds with “no” or “never” Refusal to work 	Defiance <i>Insubordination/Defiance/Disobedience</i> <ul style="list-style-type: none"> Significant back talk Disrespectful, aggressive body and/or verbal language 	Defiance <i>Insubordination/Defiance/Disobedience</i> <ul style="list-style-type: none"> Posturing/aggressive body language towards teacher without standing down
Teasing <ul style="list-style-type: none"> Altering names Annoying on purpose: bugging Doesn’t care if it hurts others feelings 	Pre-Harassment <i>Teasing/Put-downs</i> <i>Bothering/Pestering</i> <ul style="list-style-type: none"> “Put Downs” or “roasts” Threatening stares Mean-spirited teasing Personal verbal attacks 	Harassment <i>Harassment/Bullying Extortion</i> <i>Abusive/Profane Language</i> <ul style="list-style-type: none"> Repeated use of “put downs,” “roasts,” or personal attacks Threats/extortions Ethnic/racist, sexist, disability related, sexual orientation or religious based remarks 	Harassment <i>Abusive/Profane Language</i> <ul style="list-style-type: none"> Continual verbal abuse in action, wrongdoer ignoring redirection Any type of weapon, including simulated Ethnic/racist, sexist, disability related, sexual orientation or religious based remarks at others

<p>Hands/Feet/Objects to Self</p> <ul style="list-style-type: none"> ● Poking or pushing ● Pinching, jostling ● Throwing class materials ● Retaliating as above 	<p>Roughness <i>Play Fighting Pushing/Shoving</i></p> <ul style="list-style-type: none"> ● Play wrestling, body holds, light kicking, light hitting, shoving ● Throwing class materials with the intent to hit others ● Encouraging another to fight/instigation 	<p>Fighting/Aggression/ Weapons <i>Physical Contact - Inappropriate</i></p> <ul style="list-style-type: none"> ● Pre-fighting, aggressive posturing ● Hard and/or repeated pushing ● Physical contact with the intent to alleviate a situation rather than harm ● Spitting on someone 	<p>Fighting/Aggression/ Weapons <i>Threat Causing Fear or Harm Intimidation Physical Attack/Harm</i></p> <ul style="list-style-type: none"> ● Hitting/kicking/punching/pushing with the intent to harm ● Throwing things w/ intent to harm
<p>Punctuality</p> <ul style="list-style-type: none"> ● Requests for support (nurse, counselor) when likely not needed. 	<p>Punctuality</p> <ul style="list-style-type: none"> ● Leaving class with a pass, but taking much longer than needed. 	<p>Cutting Class</p> <ul style="list-style-type: none"> ● Repeatedly leaving class w/ a pass taking much longer than needed. 	<p>Cutting Class/Elopement</p> <ul style="list-style-type: none"> ● Leaving class without permission.

School Responses to Leveled Behavior: Guidelines		
Low Level Student remains in class	Stage 1 Student remains in class	Stage 2 Student remains in class (can push in)
<p>POSSIBLE INTERVENTIONS</p> <ul style="list-style-type: none"> ● Recognizing students who are exhibiting positive behavior ● Review Expectation/Rule (use visual) ● Simple redirection ● Redirect with replacement behavior 	<p>POSSIBLE INTERVENTIONS</p> <ul style="list-style-type: none"> ● Recognizing students' positive behavior ● Review Expectation/Rule (use visual) ● Redirect with replacement behavior "Right now, I need you to __ because __" ● Pre-correct 	<p>POSSIBLE INTERVENTIONS</p> <ul style="list-style-type: none"> ● Check In/Check Out ● Behavior Contract ● Structured Breaks ● Teach Social Skills ● Teach Relaxation Techniques

<p>“Right now, I need you to __ because __”</p> <ul style="list-style-type: none"> ● Pre-correct/Pre-teach ● Change Seating ● Gentle Reprimand ● Identify/Practice Replacement Behavior ● Proximity ● I messages ● Provide Choices ● Community Building Circles ● Tribes Processes ● Social Stories ● Lunch with Teacher ● Visual Schedules/Objectives ● Planned Ignoring ● Write Goals ● Mindful Break <p>POSSIBLE CONSEQUENCES</p> <ul style="list-style-type: none"> ● Restitution ● Time out in class ● Verbal Apology ● Written Apology ● Community Circle ● Call Parent with Student (Privately) ● Invite Parent to Observe/Volunteer ● Lunch at Separate Table ● Think Sheet ● Draw/Write about Incident with Alternate Ending 	<ul style="list-style-type: none"> ● Change Seating ● Gentle Reprimand ● Modify/Differentiate Work ● Identify/Practice Replacement Behavior ● Proximity ● Provide Choices ● Community Building Circles ● Tribe Processes ● Social Stories ● Visual Schedules ● Planned Ignoring ● Write Goals ● Mindful Break <p>POSSIBLE CONSEQUENCES</p> <ul style="list-style-type: none"> ● Restitution ● Time out in Class ● Time out in a Partner Teacher’s Class ● Loss of Privilege ● Parent Conference ● Verbal/Written Apology ● Research Project ● Community Circle ● Loss of Art/Library/Etc. ● Call Parent with Student (privately) ● Invite parent to observe/volunteer ● Lunch at Separate Table ● Detention ● Think Sheet ● Draw/Write Incident with Alternate Ending ● Structured Recess 	<ul style="list-style-type: none"> ● Counselor Referral ● Functional Behavior Assessment ● Safety Plan ● Lunch with Student(s) ● Tribes Process ● Mindful Break <p>POSSIBLE CONSEQUENCES</p> <ul style="list-style-type: none"> ● Restitution ● Loss of Privileges ● After/Before School Detention ● In School Suspension <p style="text-align: center;">Stage 3 Student to be removed from class.</p> <p>POSSIBLE CONSEQUENCES</p> <ul style="list-style-type: none"> ● Restitution ● Exclusion
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Classroom Community Building/Tier 1 Supports

Staff responsibility for all students:

- Greet students for a daily positive initial interaction (hallways, classroom doors, morning meetings, while on duty, etc)
- Post school-wide values and expectations in classrooms and common areas, use CHAMPS language for activities and transitions
- Explain and practice school-wide expectations and review them throughout the year
- Social Emotional Learning
- Acknowledge positive student behavior with Bulldog Bucks and parent communication
- Differentiate instruction for all students (TAG, ELL, Sped, etc)
- Build positive relationships and remain knowledgeable about students’ lives (1:1 instruction, know below-the-line information)
- Classroom community activities embedded in daily routine (e.g. Morning Meeting, check-ins with students)

Professional Development

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 on student behavior.

Date	Topic
August	New school year expectations, management plans, review previous years (behavior) data, calibrate of behavior matrix, climate handbook, hall passes

September	Teaching of School Wide Expectations, review lessons, celebrations
October	SIT referral, teacher celebrations
November	(Nov. 19th) Faculty Involvement Data Source: Review data, come up with 1 or 2 things grade levels can do and follow through with till next time. teacher celebrations
December	SIT referral, teacher celebrations
January	Re-Teaching of School Wide Expectations teacher celebrations
February	(Feb. 11) Review data teacher celebrations
March	Re-teaching of School Wide Expectations teacher celebrations
April	SIT referral, teacher celebrations
May	Look at and review data, accomplishments throughout the year. teacher celebrations
June	Celebrations

CLASSROOM PROCEDURES

As per PAT contract, every teacher will have a classroom management plan.

The Classroom Management Plan template, covers the essential feature of effective classroom management: Structure, teaching expectations, acknowledging positive behaviors, correcting misbehaviors. A blank template can be found [here](#).

Teachers will continue to receive professional development in best practices for classroom management. An example of a complete classroom management plan can be found [here](#).

Guest Teacher Support System

Teachers will be provided with a template for guest teacher protocols.

Before Absence

1. Review [Guest Teacher PPT](#) with students
2. Sub lesson plans need to be thought out so students can work independently with extra practice or extension activities built in for students who finish early. You can find the template for K-6 [here](#) and 7-8 [here](#).
3. *Guest Teacher Student Report List* and the *Guest Teacher Folder* is easily accessible in the office and explained in the lesson plan

- Plan for incentives/rewards for students who meet expectations. Use of Bulldog Bucks will be supplied by office staff. Classroom PAWS award for good reports.

During Absence

- Office staff welcomes guest teacher with material and offer of assistance when needed.
- Office collects *Guest Teacher Student Report List* from guest teacher and provides it to SMS, who contacts teachers for follow up as needed.

After Absence (to change more positive rewards)

- SMS pulls identified students from non core classes for any correction to behavior.
- SMS provides individual and classroom PAWS awards based on positive behavior feedback from guest teacher.

FEEDBACK AND ACKNOWLEDGEMENT SYSTEMS

Research shows that when staff “catches” students exhibiting appropriate behaviors, those behaviors will increase and mis-behaviors will decrease.

Acknowledgement Matrix

Type	What	When/Where	Who Gives Them?
Immediate/High Frequency	Specific verbal feedback (K-8)	<ul style="list-style-type: none"> When you observe students being, safe, respectful, and responsible, acknowledge them by giving specific positive verbal feedback such as: “That was so responsible the way you held the door open for your classmates.” “Thank you for being safe by walking with your hands and feet to yourself.” 	All Adults
Redemption of Immediate/High Frequency	Bulldog Bucks (K-8)	<ul style="list-style-type: none"> Acknowledge students who are exhibiting the PAWS expectations, by giving them specific positive feedback along with a Bulldog Bucks Each grade level team will establish a guideline for the number of PAWS Bucks needed to earn specific incentives. Incentives could include: free time, a rolling chair, sitting by a friend in the classroom, front of the line, etc. 	Teaching Staff
Long term School Wide Celebrations	Class Bulldog Award (K-5)	<ul style="list-style-type: none"> Acknowledge a class for demonstrating the PAWS school wide expectations. Classes that reach a specified amount of class PAWS awards redeem them for special classroom activities/treats. Specials teachers (K-5), custodian, and cafeteria staff will recognize specific class monthly for demonstrating the 	All Staff

		PAWS expectations.	
	Bulldog of the Month (K-8)	<ul style="list-style-type: none"> Each teacher can recognize a student each month for demonstrating the month's character trait-PAWS expectations 	Teachers and Admin
	Bulldog Prize/Popcorn Friday (K-8)	<ul style="list-style-type: none"> Students enter Bulldog Bucks in to box for a weekly drawing. Teacher will choose a student who is exemplifying school expectations to receive a treat 	All Staff/Classroom Teachers

PLAN FOR FAMILY, STUDENT AND COMMUNITY INVOLVEMENT

Schedule for family involvement activities

Date	Topic and Group	Activities	Organizer
August			
September			
October			
November			
December			
January			
February			
March			
April			
May			
June			

Harrison Park New Student/Family Plan

Lead Staff: School Counselor and Front Office, staff members that may help: Classroom teacher, admin, SMS, depending on the grade level.

1. Registration Form/Vaccination/Medical Records (Front Office)
2. Request Cum File/Academic History including ESL and SPED Records (Front Office)
3. Review of Cum File and calling previous school (Counselor)
4. Tour of campus with student and family (Administrator/Counselor/SMS)
5. Grade Level Buddy System to new student (Classroom Teacher)

6. New Student Set-up with school counselor (Academic services, school supplies/materials, backpacks, SUN program, CICO, etc.)

TIER 1 EVALUATION

Evaluation of the Effects and Fidelity of the School Climate Practices

DISCIPLINE DATA

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

School Climate Survey (SCS) determines the status of specific building-wide school climate initiatives and issues (core values, student voice, PBIS initiatives). This was completed in the fall and spring and reviewed by School Climate Team and will be shared with staff, students and families. This data will be used to monitor and adjust climate initiatives.

TIER 2 (STUDENT INTERVENTION TEAM)

Team Role	Name	Primary Meeting Role and Responsibilities:
Facilitator	Freeman	Obtain referral, run meeting
Administrator	Moore	Review referral, teacher check-in (if needed)
Minute Taker	Kiffen	Email agenda, keep notes
Data Analyst	TBD	Report ORDS, provide Dashboard data
Tier 2 /3 Intervention Specialist	Moore/ Freeman/TBD	Meaningful work, CICO/small group instruction, breaks are bette/small group instruction
Behavior Expert	TBD	Available for consultation
Academic Expert	Dodson	Available for consultation
Attendance Specialist	DeAnthony	Available for consultation

Student Intervention Team Meeting Schedule

Month	Date/Time	Room
Each Month	TBD - based on 2019-2010 Calendar	Freeman's Office

SIT SCREENING

Attendance: <75%

Behavior: Stage 1 referrals >5

Core Academics: Not making growth

Stage 2/3 referrals >3

REQUEST FOR ASSISTANCE**Behavior**

If behavior goals are met during these steps then document success and continue the intervention.

Step and Timeline	Detail	Person(s) responsible
Tier 1 Intervention (Prior to PLC)	Behavior of concern arises, teacher documents it and notices pattern. Teacher notifies parent of concern and shares Tier 1 intervention(s).	Teacher and Parent
PLC (Start of Process)	Teacher created intervention in PLC and documents it on appropriate template Google Drive. Teacher notifies Principal, AP, counselor and school psych of this. Teacher notifies parent of the continuing concern and the intervention success rate.	Teacher, PLC, Parent, ELD teacher and select SIT members.
Data Collection and SIT referral (Week 4)	Teacher collects data on appropriate spreadsheet for four weeks until PLC. If intervention is unsuccessful, then teacher works in PLC to complete SIT referral with appropriate behavior and academics. Teacher notifies parent of SIT referral.	Teacher, ELD, PLC and Parent
SIT Tier 2 Meeting (Week 6)	Teacher provides background to SIT and SIT observation occurs. Teacher meets with SIT to discuss: <ul style="list-style-type: none"> → Behavior of concern → Interventions tried → Hypothesized function of behavior → Tier 2 intervention and data keeping → AP schedules follow up PLC visit for two and four weeks out → Action items are created, shared and monitored 	Teacher Principal or Counselor (observation) Counselor (Intervention decision shared with Parent) Student Intervention Team ELD Teacher
PLC Follow up (Week 6 and 8)	Two weeks after intervention is applied a check in will occur at the teacher PLC with AP. If successful 70% of the time, then students will enter monitoring. If unsuccessful, teacher will work with AP to schedule a Tier 3 meeting with parents.	Teacher, PLC and AP

	AP will report back to SIT and invite the appropriate members for this meeting.	
Tier 3 meeting (Week 10)	<p>This meeting will include appropriate members and outcomes could include:</p> <ul style="list-style-type: none"> → FBA/BSP → Connection to resources (internal or external) → More individualized instruction with skills → Tier 3 interventions from toolbox 	

Students successful (80% or higher) for 4 weeks shall be exited from Tier 2.