
Llewellyn School Climate Handbook



Llewellyn Core Values:

Be Safe

Be Kind

Be Responsible

Build Community

2022-2023

Vision:

At Llewellyn ES students will become compassionate critical thinkers, able to collaborate and solve problems, and be prepared to lead a more socially just world.

Mission:

To realize our vision, the Llewellyn Community of engaged and confident learners will ...

- *establish inclusive equity practices to honor the diversity of our community*
- *deepen academic and personal growth using curriculum and teaching that values personal expression and unique experiences*
- *draw upon curiosity and our creativity*
- *foster partnerships within our community to support our students*

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WHAT IS SCHOOL CLIMATE?

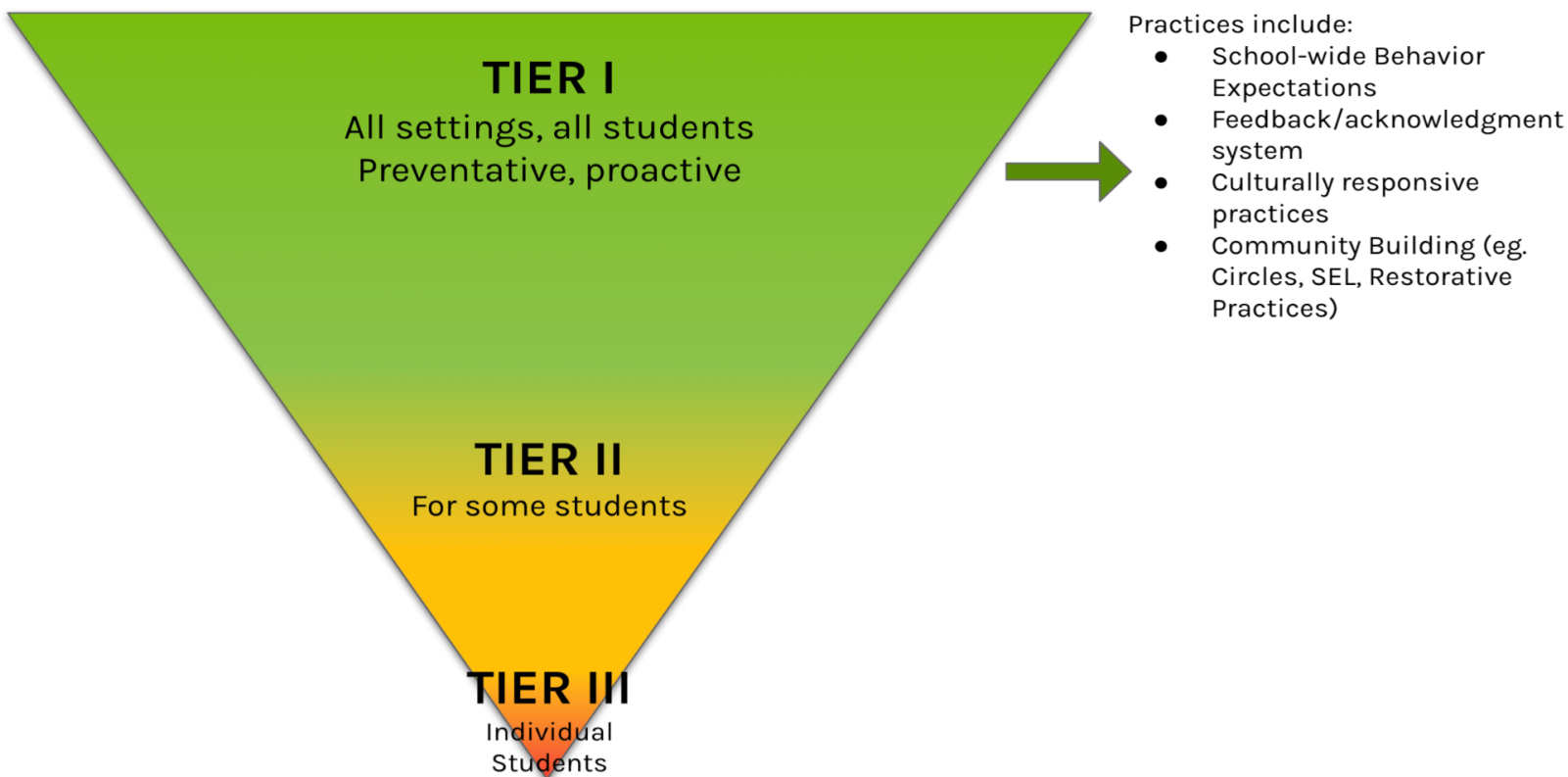
MULTI-TIERED SYSTEMS OF SUPPORT

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.

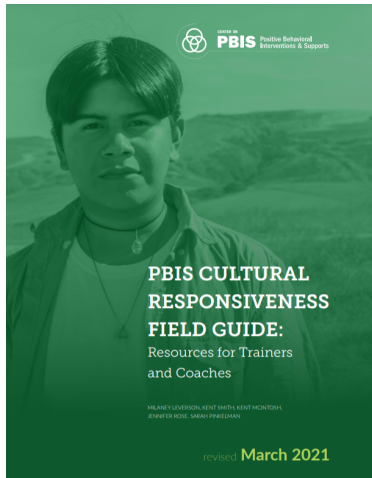
SCHOOL CLIMATE OVERVIEW

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



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 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.

Llewellyn 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](#))

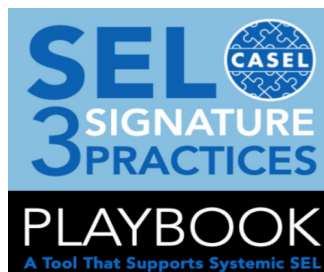
In PPS, we embrace Transformative SEL—which is a form of SEL implementation that concentrates SEL practice on transforming inequitable settings and systems, and promoting justice-oriented civic engagement.

“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)

	Name	Primary Meeting Role (Facilitator, Data Analyst, Minute Taker)	Backup Meeting Role (Facilitator, Data Analyst, Minute Taker)
Climate Facilitator		Facilitator	Note Taker
Administrator	Pam Gwynn	Data analyst	Facilitator
Family Member	TBD		
Staff Members	Anna Bernardo		
	Brittany Sill turner		
	Scott Rozell		
	Lavonna ZWB		
Coaching & Behavioral Expertise	School Climate TOSA	consultant	

Climate Team Meeting Schedule

Month	Date/Time	Room	Topic/Assessment
August	Day 3 PD Day 8/26/22	Cafeteria	Climate Handbook Review; Panorama (SSS) Results; Action Plan for year; Monthly themes for celebrations; Classroom Management Plans; Common Expectations Lessons & teaching schedule
September	Staff Meeting 9/13/22		CR-TFI Action Plan Review Expectation Rotation Debrief Fall Assembly Schedule; Fall School Events; Hispanice Heritage Month
October	Staff meeting 10/18/22		Monthly Discipline Data Review; Assembly Planning Create Fall Student Survey
November	Staff Meeting 11/1/22		Monthly Discipline Data Review; Winter Assembly Planning & Schedule; Indigenous Heritage Month ; Winter School Events
December	Staff meeting 12/6/22		Monthly Discipline Data Review Assembly Planning
January	Staff meeting		Review- Common Area Expectations & teaching schedule



	1/24/22		Assembly Planning Monthly Discipline Data Review <u>CR Tiered Fidelity Inventory (TFI) Assessment & Action Plan</u>
February	Staff meeting 2/7/22		Monthly Discipline Data Review Spring Assembly Planning <u>Successful Schools Survey administration (Grades 3-8)</u> Spring School Events Black History Month
March	Staff Meeting 3/7/22		Monthly Discipline Data Review; Assembly Planning Women's History Month
April	Staff Meeting 4/18/22		<u>FIA Assessment</u> Review- Common Area Expectations Monthly Discipline Data Review Assembly Planning Asian & Pacific Islander's Month
May	Staff Meeting 5/2 or 5/16/22		<u>CR-Tiered Fidelity Inventory (TFI) Assessment, Action Plan & Review/</u> Review & Update Climate Handbook Assembly Planning Create Spring Student Survey
June	Staff Meeting 6/6/22?		End of the Year Data Review Planning for rollout next year LGBTQIA Month

Meeting Agenda: [LINK](#) to School Culture & Climate meeting minutes

- Climate Team meetings minutes will be available for the community to review
- Monthly Discipline Data
- CR-PBIS School-wide Systems (assessing the effectiveness of our Equity Practices on school climate and revising our practices)
- Family and student voice: how we are ensuring 2-way communication and partnerships
- Integration of Restorative Practices
- Cultural Heritage Month Recognition

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 are:



Be Safe

Be Kind

Be Responsible


Build Community

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 Llewellyn ensure that our school values are inclusive and affirming.

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

Llewellyn Common Area Expectations				
 Area	Be Safe <i>Do things that are physically safe & emotionally safe for yourself & others.</i>	Be Kind <i>Show empathy by seeing, listening, & feeling with others.</i>	Be Responsible <i>Be dependable, trustworthy, & take ownership of our actions.</i>	Build Community <i>Foster relationships by recognizing the worth & importance of others and including them in all activities.</i>
Cafeteria	-Walk -Hold tray with 2 hands -Bottoms on benches -Hands and bodies to self	-Include others -Say “please” and “thank you” -Help others	-Wait patiently -Focus on eating -Quiet voices -Wait to be excused	-Keep it clean -Use the share table when needed -Have positive conversations



Hallways & Stairways	<ul style="list-style-type: none"> -Hands and bodies to self -Stay with the group -Wear backpacks and coats appropriately 	<ul style="list-style-type: none"> -Quiet voices -Silent wave -Close lockers quietly -Help others 	<ul style="list-style-type: none"> -Walk directly to where you are going -Keep right 	<ul style="list-style-type: none"> -Keep it clean -Appreciate and respect student work with eyes only
Bathrooms	<ul style="list-style-type: none"> -Get permission -Walk -Hands & feet to self -Feet on the floor 	<ul style="list-style-type: none"> -Quiet voices -Respect privacy 	<ul style="list-style-type: none"> -Go -Flush -Wash -Dry -Leave 	<ul style="list-style-type: none"> -Keep it clean -Report problems to adults
Playground	<ul style="list-style-type: none"> -Hand and bodies to self -Use play structures and equipment appropriately -Stay where an adult can see you 	<ul style="list-style-type: none"> -Help others -Take turns -Include others -Be mindful of games and classes in progress 	<ul style="list-style-type: none"> -Play fairly -Report problems to adults -Have fun 	<ul style="list-style-type: none"> -Keep it clean -Use kind language to solve problems -Have positive conversations

TEACHING EXPECTATIONS (1.4)

Llewellyn Common Area Expectation Lessons

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

<p>Date</p> <p>August 24- September 30, 2021: Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations school wide.</p> <p>Week One: Rotation Lessons including playground, cafeteria, hallways, restrooms, library, and gym.</p>



Week 2-end of September: Reinforcement of values & expectations in common area spaces
November (after break): Reteaching-Reinforcement of common area expectations; classroom expectations
First Week of January: Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations school wide.
First Week of Q3: Review classroom expectations; Rotation Lessons reviewing school wide expectations
Week 1, April (after spring break): Review classroom expectations; Rotation Lessons reviewing school wide expectations
TBD: As needed based on data and observations

Active Supervision- [LINK](#) to Llewellyn's supervision expectations

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, and using restorative practices to reduce and repair harm.

Action steps for playground: students take on a role of problem solving, teachers monitor by being in designated areas, teachers play a role of coaching/problem solving. Create viable solutions for students (students--to students/teachers to student). Teachers providing community circles to discuss these.

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

PPS DISCIPLINE PROCESS FLOWCHART

[LINK](#) TO LLEWELLYN'S DEFINED STAGE 1, 2, AND 3 BEHAVIORS

DISCIPLINE POLICIES (1.6)

Llewellyn staff employ a variety of proactive, instructive, and restorative approaches that reflect our community's values so that students feel connected to the learning community. We will provide students with the opportunity to reflect on the impact of their actions, restore the harm, repair relationships, and develop skills to make better choices in the future.

Collaborative Problem Solving

K-2 Restorative Think Sheet



3-5 Restorative Think Sheet

Responding to Behaviors

PROACTIVE & INCLUSIVE PRACTICES

The teacher builds an effective learning community by:

1. Greeting students at the door to welcome them and to have a positive initial interaction.
2. Creating community agreements with input from students that are posted and referred to regularly.
3. Explicitly teaching and clarifying schoolwide and/or classroom/activity behaviors you expect students to demonstrate.
4. Acknowledging and reinforcing on-task behaviors (3:1 ratio) by distributing Star Cards or through other incentives/positive interactions (Class DoJo, etc).
5. Providing leadership opportunities for students both in the classroom and school wide.
6. Developing classroom routines & sticking with them, such as a warm up activity posted on the board to make the start of the lesson count.
7. Holding community building circles/activities regularly so students feel connected to the learning environment & each other.
8. Avoiding power struggles (keep voice at neutral, restate expectations positively, provide choices instead of ultimatums when appropriate, redirect problematic behaviors privately, and provide students with the time & space to redirect themselves).
9. Building positive relationships with students by connecting and checking in about life outside of school
10. Finding ways to make the curriculum relevant to students’ lives (through their culture, language, interests, etc.) when appropriate.
11. Looking for opportunities where students can contribute and make choices in the curriculum when appropriate.

POSITIVE INTERVENTION OPTIONS & RESTORATIVE PRACTICES

	STAGE 1 <i>Managed by Teacher in Classroom (Student remains in class)</i>	STAGE 2 <i>Referral written by Teacher and handled by Administrator when available (Student remains in class or is directed to a buddy room)</i>	STAGE 3 <i>Immediate Administrative Assistance (Student is removed from classroom)</i>
Consequences	<ul style="list-style-type: none"> ● Restorative conversation ● Teacher contacts the Parent and documents it ● Stage 1 Report entered in Synergy by Teacher 	<ul style="list-style-type: none"> ● Active but restricted recess (ex: “walk the perimeter” ● School community service (ex: behind the scenes lunch job, help custodian) ● Altered school-day schedule (ex: switch classes, attend lunch/recess with a lower grade) ● Teacher contacts the Parent and documents it (Google Form) ● Stage 2 Referral entered in Synergy by Principal 	<p>Determined by Administrator according to Student Rights and Responsibilities Handbook</p>



<p>Interventions</p>	<p>Teacher uses 3 Classroom Interventions in the following list:</p> <ul style="list-style-type: none"> ● Reteach rule ● Change seating ● Reminder ● Keep in proximity ● Pre-correction ● Private direction ● Restitution ● Time out (out of class- less than 15 minutes) ● Time out (in class) ● Sensitive use of humor ● Family contact ● Praise for taking responsibility ● Identify replacement behavior ● Redirect student ● Modify/differentiate work 	<p>Teacher & Admin uses, implements, and/or supports:</p> <ul style="list-style-type: none"> ● Stage 1 interventions ● Behavior contract ● Identify “safe place” to cool off ● Notify authorities ● Check-in/check-out groups ● Quick Behavioral Assessment ● Social stories ● Interest Inventory ● Parent conference with administrator ● Opportunity for school service ● RTI continuum ● Daily Progress Report ● Peer Network Groups 	<p>Teachers & Admin uses, implements, and/or supports:</p> <ul style="list-style-type: none"> ● Student Intervention Team ● Check-in/check-out with individuals ● Mentor at school ● Safety plan ● Major Suspension Program
<p>Teacher Responsibilities</p>	<ol style="list-style-type: none"> 1. Teacher implements appropriate interventions 2. Teacher <i>may</i> complete Stage 1 Behavior Report 3. Teacher contacts parent(s)/guardian 4. Teacher sends a copy of the Stage 1 report home (parent signature is optional) <p><u>Common Area Stage 1 Report</u> <i>K-5: forward to classroom teacher</i></p>	<ol style="list-style-type: none"> 1. Teacher implements appropriate interventions 2. Teacher <i>will</i> complete Stage 2 Behavior Report (google form) or paper copy 3. Teacher submits Stage 2 Behavior Report to Administrator 4. Teacher contacts parent(s)/guardian <p><u>Common Area Stage 2 Report</u> <i>K-5: forward to classroom teacher</i> <i>6-8: forward to AP</i></p>	<ol style="list-style-type: none"> 1. Teacher implements appropriate interventions 2. Teacher completes Stage 3 Behavior Report 3. Teacher calls office and asks for Administrative assistance



	6-8: forward to AP		
Administrative Responsibilities	Handled within classroom	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 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

Restorative Inquiry:

1. **What happened?**
2. **Who was impacted/harmed?**
3. **What can be done to make and keep things right?**
4. **How can others support you?**

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"> • Teaching school values & common area expectations schedule • Teaching classroom routines & expectations • Schoolwide and classroom acknowledgement systems • Correcting fluently • SIT flowchart • Influence of race, culture and language on adult expectations and student behavior 	Principal
September	Development of School Wide Acknowledgement System Schoolwide Expectations/ECPP-Classroom Expectations Successful Schools Survey Data Creating Classroom Communities	Climate Team Principal
October	SIT Process	Principal



	Committee work	SIT Team MTSS TOSA
November	Committee Work	Climate Team
December	Committee Work	Climate Team
January	Examination of discipline data; Review/Revise School Climate handbook Climate PD/ Problems of Practice	Principal Climate Team
February	FIT Assessment & Review Successful Schools Survey	Principal
March	Committee Work	Climate Team
April	Review of Expectations & Lessons Committee Work	Principal
May	Review of School Climate Plan/Staff Handbook	Principal Climate Team
June	Finalize Staff Handbook edits	Climate Team

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 Classroom Practices Plan template, covers the essential features of effective classroom practices: Structure, teaching expectations, acknowledging positive behaviors, and supporting regulation & restorative practices.

[Llewellyn Effective Classroom Practices Plans Folder](#)

Llewellyn Guest Teacher Support System- Guest Teacher Binders are available in the Office and given to Guest Teachers upon arrival at Llewellyn. In the Binder will be found:

- A clear and complete set of lesson plans and assignments that may be used regardless of the day the teacher is absent.
- IEP & 504 accommodations
- Emergency or other medical protocols for students with health conditions
- Student Management plans/rules with strategies for order, notes or cautions that will be helpful, including a list of students who can tell the substitute how things are usually done.
- Attendance list
- Seating chart
- Daily program and bell schedule, special events, etc.
- Information regarding emergency drills, signals, exits, where to walk, and where to stand.
- Grade level colleagues from whom to get additional information, if needed.



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: [LINK](#) to Llewellyn STARS

Acknowledgement Matrix

Type	What	When/Where	Who Gives Them?
Immediate/ High frequency	Star Coupons & Star Postcards	Classroom & Common areas	All Staff
Redemption of immediate/ High Frequency	Daily acknowledgement of positive behavior- circles Star Postcards or emails sent monthly	Classroom & Common areas	All Staff
Long term SW Celebrations	Star Assemblies; Golden Awards for common areas (Golden Book-Library; Golden Shoe-Hallway; Golden Broom-Classroom; Golden Ball-PE/Movement; Golden Drum-Music) Star Coupon Drawing (4 students per class) at assembly	Monthly assemblies, daily recognition of students with Star Cards	Teachers, staff; Principal
Continued Excellence Programs	All School Reward (Game Day, Read Across America; Spirit Days)	Quarterly or when coupon box reaches goal line.	Staff/PBIS/Climate Committee

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	Fall 2022
January	January 3-January 7	Winter 2023
April	March 28-April 1	Spring 2023
June	School Climate Survey	End of Year 2023



PLAN FOR FAMILY, STUDENT AND COMMUNITY INVOLVEMENT (1.11)

Schedule for family involvement activities

Date	Topic & Group	Activities	Organizer
August	Community Events	Community Clean Up (Beautifying the school grounds); Connect to Kindergarten-Popsicle Social; Playdates	
September	Community Events	Ramp Up to K & 1; Curriculum Nights(BTSN), Bingo Night, PTA Picnic, Perk Up with Pam, PTA Meeting, Reading Night, Latinx Heritage Month	
October	Community Events	Book Fair, Reading Night, TAG Parent Meeting; Perk Up with Pam , PTA Meeting, Pumpkin Carving	
November	Community Events	Perk Up with Pam- Meeting, Parent-Teacher Conferences, Holiday Market; K Music Concert, PTA Meeting, Indigenous Month	
December	Community Events	Perk Up with Pam; Grade 1 Music Concert; PTA Meeting	
January	Community Events	Grade 2 Music Concert, PTA Meeting Perk Up with Pam, Family Craft Night	
February	Community Events	Small-Tall Ball, PTA Meeting, K Connect; Grade 3 Music Concert; Black History Month	
March	Community Events	Llewellyn Auction, Perk Up with Pam, PTA Meeting	
April	Community Events	Talent Show, Grade 4 Music Concert, Earth Day, PTA Meeting, 5th Grade Overnight Trip, Run Llewellyn, Perk Up with Pam; Earth Day Celebration; Connect to K	
May	Community Events	4th Grade Overnight Trip, 5th Grade Music Concert, K Connect, Perk Up with Pam, Spirit Week, Book Fair; Connect to K	
June	Community Events	PTA Volunteer Appreciation, PTA Meeting, Carnival, Camp Out, K & 5 Promotion	

Llewellyn Plan for Student Involvement

5th grade students have been involved in creating common area expectation videos that have been shown school wide to all students. Peer/ Classroom Buddy, etc. TBD

Llewellyn 5th grade Leadership Opportunities- School Wide Morning Messages, Community Service projects; Student Helpers



{Llewellyn} New Student/Family Plan

[Llewellyn Plan for Welcoming New Students & Families](#)

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: (2019-20=73%)

School Climate Action Plan (CR-TFI): [Llewellyn CR-TFI Action Plan 2019-20](#) ; Not completed during 2020-21 due to Distance Learning

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.
- Accessed via the Panorama [dashboard](#).

Recent SSS data

- 2020-2021: Available on request

Appendix

School: Llewellyn School Climate (CR-TFI) Action Plan

Date: 2019-20

[Llewellyn CR-TFI Action Plan 2019-20/2021-22](#)



Common Area Expectations Lesson Plans

[Llewellyn Common Area Expectation Lessons](#)

