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# Woodstock Elementary School Climate Handbook

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## Woodstock Expectations

- ★ Safe
- ★ Respectful
- ★ Responsible

## Woodstock Values

- ★ Compassion
- ★ Curiosity
- ★ Integrity
- ★ Perseverance

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2019-2020

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## Mission Statement

The Woodstock school community will work together to provide a safe environment contributing to the development of all students to their fullest potential; fostering compassion, curiosity, integrity, and perseverance to create successful citizens in a global society.

## WHAT IS SCHOOL CLIMATE?

### SCHOOL CLIMATE OVERVIEW

School Climate encompasses CR-PBIS (Culturally-Responsive Positive Behavioral Interventions & Supports), Restorative Practices with the lens of racial Equity and practices of CARE (Collaborative Action Research for Equity) explicitly called out and woven in.



### CR-PBIS

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

1. Explicitly **teach** what is expected
2. Actively **acknowledge** kids when they are following the expectations
3. Instructionally **correct** kids when they are not following the expectations

Research shows that when school staff acknowledge positive behaviors at least three times more often than correcting behavioral mistakes, misbehaviors decrease significantly.

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

More specifically:

- Accesses all stakeholders to develop and promote school values
- Develops common area expectations for all parts of the building
- Designs lesson plans and schedules to teach common area expectations throughout the year
- Creates and maintains systems to acknowledge students who are following the school values and expectations. This may be acknowledgement tickets, regular assemblies, or awards for individuals, classes, grade levels, etc.
- Develops school wide policies that are proactive, preventative and restorative
- Utilizes staff input to build corrective discipline systems (i.e. a flowchart) and calibrate clear definitions of student behaviors

#### *How do we make certain that PBIS is culturally responsive?*

- We systematically assess and review student and family input and adjust our practices to reflect the needs of our community (See *Tier I Evaluation*)



### **RESTORATIVE PRACTICES**

Restorative Practices, also referred to as Restorative Justice, is a range of community building and peacemaking practices adapted to the school setting. The intention is to build trusting relationships and offer restorative alternatives to punitive discipline.

Restorative Inquiry is an essential restorative practice. A series of guiding questions are asked:

- What happened?
- Who was affected/impacted?
- What can be done to make and keep things right?
- How can others support you?

An example of a restorative practice is “Facts, Feelings, Future.” When solving problems between students, our staff may use a restorative justice framework. For example,

- What happened was \_\_\_\_\_ (facts).
- I feel \_\_\_\_\_ (feelings).
- In the future I would like it if \_\_\_\_\_ (future).

### **EQUITY/CARE**

This handbook is intended to inform Woodstock School staff of the processes that support the reduction of exclusionary discipline to provide our students with equitable access to education. Portland Public Schools’ top priorities includes eliminating racial disproportionality in exclusionary discipline.

Our CARE work is intentionally focused on increasing classroom engagement for every learning style and our capacity for being culturally responsive in our instructional practices and inclusive of our diverse learning styles.



## THE SCHOOL CLIMATE TEAM (TIER I)

### SCHOOL CLIMATE TEAM INFORMATION (1.1/1.2)

Team Member	Name	Primary Meeting Role (Facilitator, Data Analyst, Minute Taker)	Backup Meeting Role (Facilitator, Data Analyst, Minute Taker)
Coordinator	Rosie Lingo	Facilitator	Minute Taker
Administrator	Seth Johnson	Team Member	Data Analyst
Behavioral Expertise	Ponny Kosmas	Data Analyst	
Academic/Behavioral Pattern Knowledge	Cindi Swingen	Team Member	Facilitator
Knowledge of School Operations/Programs	Jenny Su	Team Member	
	Amy McAdams	Minute Taker	
Chinese Community Agent	Edison Bee		
Family Involvement	Family members are encouraged and invited to join School Climate Meetings as guest observers. The School Climate Team will also attempt to schedule a meeting adjacent to a PTA Meeting to increase family awareness and involvement.		

Demographic Represented:

- Mandarin Immersion - Jenny Su
- Students - Student Leadership via Robin Krill
- Neighborhood Program - Amy McAdams
- English Immersion - TBD
- Chinese Parents - Edison Bee ( Community Agent)
- Equity Team - Seth Johnson

### Climate Team Meeting Schedule

Month	Date/Time	Room	Topic/Assessment
Aug./Sept.	August 23, 8:00 AM	Library	Preview Fall Kick-Off (Students) and PD for Teachers
October	October 2, 2:45 PM	Library	Tiered Fidelity Inventory (TFI) Assessment & Action Plan Last year's Discipline Data Review
November	November 6, 2:45 PM	Library	Monthly Discipline Data Review
December	December 4, 2:45 PM	Library	Monthly Discipline Data Review
January	January 8, 2:45 PM	Library	Tiered Fidelity Inventory (TFI) Assessment & Action Plan
February	February 5, 2:45 PM	Library	Monthly Discipline Data Review
March	March 4, 2:45 PM	Library	Monthly Discipline Data Review
April	April 1, 2:45 PM	Library	Monthly Discipline Data Review
May	May 6, 2:45 PM	Library	Tiered Fidelity Inventory (TFI) Assessment & Action Plan
June	June 3, 2:45 AM	Library	Planning for Following Year



## **TIER I IMPLEMENTATION**

### **Programmatic Supports for all Students**

#### ***SCHOOL WIDE VALUES AND COMMON AREA EXPECTATIONS (1.3)***

##### **Our School Expectations are:**

- Safe
- Respectful
- Responsible

##### **Our School Values are:**

- Compassion
- Curiosity
- Integrity
- Perseverance

Posters have been made and distributed throughout the building in order to make our values visible to students, staff, and families. The intention is to send a consistent message about what our school community values and how it looks in different common areas. This will help Woodstock School ensure that our values are inclusive and affirming. These values were developed with student, parent, and staff input.

- These school values are important for the Woodstock School community because these are the four character traits that help people be successful in life. Our students need to understand and exercise these values 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 throughout the grade levels, identifying them with consistency, and strategically teaching and reviewing them throughout the school year.



## Woodstock Elementary Behavior Expectations

All Areas	<p>Be Safe! Be Respectful! Be Responsible!</p>
Hallway	<p>Walking feet and keep to the right Hands and feet to self Voices and sounds are off</p>
Bathrooms	<p>Go, flush, wash, leave Respect privacy Voice Level 2</p>
Recess to Lunch Transition	<p>One Long Whistle - Freeze, Three Short Whistles - Line Up Return playground equipment properly Line up in your class line and be hallway ready</p>
Hot Lunch Line	<p>Keep doorways clear Hands and feet to self Quiet and calm conversation Voice Level 2</p>
Cafeteria	<p>Eat, clean up your area, visit with classmates Raise hand and wait to be called upon to get up Voice Level 2, until you hear three microphone taps, then zero</p>
Playground	<p>Hands and feet to self and use equipment properly Use kind language and Be a Good Sport Get a clip for the bathroom</p>
Office	<p>Say "excuse me" and wait for help Kindly state your purpose Use polite manners, say "Please" and "Thank you"</p>
Arrivals	<p>Walk to your teacher area Sit or kneel until your teacher arrives Food stays in cafeteria or backpack Voice Level 2</p>
Assemblies & Morning Meetings	<p>Sit correctly on floor (Sit on your behind) Applaud politely Follow "Give Me Five"</p>



## TEACHING EXPECTATIONS (1.4)

### Yearly Schedule for Teaching Common Area Expectations

Date
August/September 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.

### Active Supervision

Active supervision is the alert, proactive ability of the staff member to circulate within a group of students while interacting in a positive and constructive way, scanning for potential problems, diffusing them before they arise, and motivating students to do their best and monitor their own behavior.

## DEFINING MINOR, STAGE 1 REPORTS, 2 AND 3 BEHAVIORS (1.5)

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

### Defining Behaviors

#### Woodstock School Stage 1 vs. Stage 2/3 Behavior Definitions

[PPS Students Rights and Responsibilities Handbook](#)

Problem Behavior	Classroom Managed Stage 1	Office Managed Stage 2/3
<b>Inappropriate Language or Verbal Abuse</b>	<b>Mild Cursing</b> <ul style="list-style-type: none"> <li>Name calling</li> <li>Swearing not directed at anyone</li> </ul>	<b>Abusive or profane language, Indecent (Obscene) Gesture</b> <ul style="list-style-type: none"> <li>Abusive language or swearing directed toward another student or adult (to include vulgarity &amp; hand gestures.)</li> </ul>
<b>Physical Aggression</b>	<b>Play Fighting, Pushing or Shoving</b> <ul style="list-style-type: none"> <li>Pushing, poking, pinching, jostling</li> <li>Retaliating as above</li> <li>Play wrestling or body holds</li> <li>Rough play that continues after warnings</li> </ul>	<b>Assault/Menacing, Fighting</b> <ul style="list-style-type: none"> <li>Hitting, kicking, punching, shoving, or spitting toward another</li> <li>Grabbing, biting, pulling</li> <li>Intent to harm</li> </ul>
<b>Property Damage</b>	<b>Damaging Property</b> <ul style="list-style-type: none"> <li>Improper use of equipment</li> <li>Damage to small or insignificant items</li> </ul>	<b>Deliberate Misuse of Property, Vandalism Minor, Major</b> <ul style="list-style-type: none"> <li>Serious or costly damage</li> <li>Intentional damage or misuse of substantial items</li> </ul>
<b>Defiance</b>	<b>Mild Defiance, Not Following Directions</b> <ul style="list-style-type: none"> <li>Initial refusal to obey staff</li> </ul>	<b>Open Defiance, Willful Disobedience, Insubordination</b> <ul style="list-style-type: none"> <li>Repeated/continuous refusal to follow directions</li> <li>Defiance combined with inappropriate language</li> </ul>
<b>Theft/Forgery</b>	<b>Taking Another's Property</b>	<b>Forgery, Theft: Minor, Minor</b>



	<ul style="list-style-type: none"> <li>• Taking small or insignificant items</li> </ul>	<ul style="list-style-type: none"> <li>• Repeated minor thefts</li> <li>• Theft of other’s items, money, or school equipment</li> <li>• Forging another person’s signature</li> </ul>
<b>Disrupting (Learning or Individuals)</b>	<b>Bothering/Pestering, Excessive Talking, Talking Too Loud</b> <ul style="list-style-type: none"> <li>• Making inappropriate noise</li> <li>• Talk outs/silly answers</li> <li>• Disruption to class after warning</li> <li>• Distractions to class</li> </ul>	<b>Disruptive Conduct</b> <ul style="list-style-type: none"> <li>• Major interference with learning process</li> <li>• Continual/ongoing disruption to learning environment</li> </ul>
<b>Harassment/ Bullying</b>	<b>Teasing/Putdowns</b> <ul style="list-style-type: none"> <li>• Altering names</li> <li>• Teasing</li> <li>• Hurting feelings/thoughtlessness</li> </ul>	<b>Harassment: Bullying</b> <ul style="list-style-type: none"> <li>• Repetitive antagonizing</li> <li>• Repeated teasing or threats</li> <li>• Unwanted comments with intent to embarrass or make others feel unwelcome</li> </ul>
<b>Other</b>	<b>Getting Out of Line, Running (in an unsafe place) Cheating</b>	<b>Plagiarism/Cheating False Fire Alarm (Class Cutting) Leaving w/o Permission Inappropriate use of Technology</b>  <i>Display of Patently Offensive Material, Gambling, Inappropriate Dress, Loitering, Possession of Prohibited Item, Possession/Use of Stolen Property, Reckless Vehicle Use, Threat of Violence, Trespassing, Truancy, Alcohol/Drug, Arson/Attempted Arson, Battery, Bomb Threat, Burglary, Extortion, Firecrackers/Explosives, Gang Identifier, Harassment: Sexual, Indecent Exposure, Robbery, Tobacco Use and/or Possession, Weapon</i>

**INTERVENTIONS AND ACTIONS TO TRY**

<b>Interventions</b>	<b>Actions</b>
Restorative Justice Practices	Parent Meeting/Teaming with Parents
Check-In/Check-Out	Principal/School Psychologist Consultation
1:1 Instruction	PLCs/Teacher Collaboration/Networking
Small Group Academic Instruction	Communication w/ Previous Teachers
Small Group or Individual SEL Support	Consult w/ School Counselors/Specialists
Collaborative Problem Solving	Student History Review
Positive Behavior Recognition	Weekly/Daily Reports
In-Class Rewards/Celebrations/Incentives	Climate and/or Equity Team Consultation
“Star Charts” or Behavior Reports	
Attendance Interventions	
Classroom Accommodations	





**DISCIPLINE POLICIES (1.6)**

Woodstock staff will emphasize proactive, instructive, and restorative approaches to student behavior that are implemented consistently and reflect the community values and practices.

All staff and students will receive training in the agreed upon School Wide Expectations at the start of the year and mid-way through the year. Appropriate and expected behaviors will be recognized and acknowledged throughout the school year. In an instance when a student exhibits behavior that does not align with the school expectations or values, staff will provide opportunities for instruction, reteaching, and restorative practices. The School Counselor(s) and Building Administrator(s) will support efforts for pre-teaching, reteaching, and restorative practices.

In the event a student does receive a referral, a Building Administrator and/or Counselor will utilize proactive, instructive, and restorative practices to provide support for the student, parents/guardians, teacher, and others impacted by the behavior/incident.

The following chart outlines the Woodstock Elementary Discipline Process:

**Woodstock Elementary Discipline Process**

<p style="text-align: center;"><b><u>Classroom Managed*</u></b></p> <ul style="list-style-type: none"> <li>★ Any staff member can document the behavior</li> <li>★ Certified staff member contacts parents</li> <li>★ Follow-through by certified staff</li> </ul>	<p style="text-align: center;"><b><u>Office Managed</u></b></p> <ul style="list-style-type: none"> <li>★ Any staff member can document the behavior</li> <li>★ Certified staff member initiates parent contact</li> <li>★ Follow-through by administrator or designee</li> </ul>
<ol style="list-style-type: none"> <li>1. When a student misbehaves, provide a warning and a quick reteach of expectations.</li> <li>2. If behavior continues, student will take a break, confer with staff member, and rejoin when ready.</li> <li>3. If the behavior still continues, the observer will then complete a <b>“Stage 1 Behavior Report”</b> and submit the form to the administration. Classroom teacher is required to contact parent or guardian.</li> <li>4. Administration will document the incident and send a report to family.</li> </ol> <p style="text-align: center;"><i>*One or more of these steps may be skipped if the behavior warrants.</i></p>	<ol style="list-style-type: none"> <li>1. Talk with student and identify problem behavior.</li> <li>2. Send student to the office. (Call the office.)*</li> <li>3. Complete <b>“Stage 2/3 Behavior Report”</b> and deliver it to the administration as soon as possible.</li> <li>4. Classroom teacher contacts the student’s family, unless building administrator instructs otherwise.</li> <li>5. Building Administrator or designee calls parent or guardian to follow-up and address the behavior.</li> <li>6. Administration will document the incident, send a report to the family, and follow up with the referring staff member.</li> </ol> <p style="text-align: center;"><i>*If there was a professional educator directed removal from the classroom, the administrator or designee will confer with the professional educator. This shall generally occur before the student returns to class.</i></p>

In the event the building administrator(s) is(are) out of the building, a professional educator will be designated to address office managed discipline incidents.



## HOW TO REQUEST HELP

If a student is not responding to Tier I or Tier II interventions after at least four weeks of consistent application, the teacher fills out a SIT Request for Assistance form and gives to the SIT Facilitator. The student's file is then brought to the scheduled SIT meeting and the child is placed on the SIT watch list. Additional Tier II interventions may be put in place at this time. Teachers are welcome to join Tier II SIT meeting, but the meetings will not include parents as we spend only 10 mins per student.

If a student is not responding to Tier II interventions and demonstrating growth in 6-8 weeks, a Tier III SIT meeting is then scheduled which includes the SIT team, teacher(s) and parent(s). Tier III interventions are developed and put in place for the student, progress is tracked for 6-8 weeks, and a follow up meeting scheduled.

If a student still does not show growth, the team may then decide at the next meeting to put in place additional interventions, refer for a SPED evaluation, or consider eligibility for a 504.

## 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
<b>August</b>	School Climate Orientation: <ul style="list-style-type: none"> <li>Five Essential Areas Preview               <ul style="list-style-type: none"> <li>Teaching School Wide Expectations</li> <li>Acknowledging Appropriate Behaviors</li> <li>Correcting Errors</li> <li>Requesting Assistance</li> <li>Considering the Influence of Race, Culture, and Language</li> </ul> </li> <li>Discipline Process and Alternatives</li> </ul> Additional Training/Orientation: <ul style="list-style-type: none"> <li>Clearly communicate five or fewer positively stated behavior expectations and examples by setting/location for student and staff behaviors (ie, school teaching matrix) defined and in place.</li> <li>Clearly communicated definitions for behavior that interfere with academic and social success and a clear policy/procedure (eg, flowchart) for addressing office-managed versus staff-managed problems.</li> <li>Clearly communicate school policies and procedures. Describe and emphasize proactive, instructive, and/or restorative approaches to student behavior that are implemented consistently.</li> </ul>	PBIS Team
<b>August &amp; September</b>	Teaching School Wide Expectations <ul style="list-style-type: none"> <li>Review Matrix</li> </ul>	PBIS Team
<b>October</b>	Acknowledging Appropriate Behaviors <i>Kids Do Well If They Can (Lost at School - Pages 10-15, 25 &amp; 26)</i> Staff Expectations - Hallways	PBIS Team Kosmas
<b>November</b>	Correcting Errors <i>Collaborative Problem Solving - Pages 51-55, 77-86</i> Staff Expectations - Restrooms	PBIS Team Kosmas
<b>December</b>	Requesting Assistance Staff Expectations - Recess/Lunch Transitions and Cafeteria	Kosmas/Tessema
<b>January</b>	Understanding the Influence of Race, Culture, and Language Mid-Year Booster Activities Staff Expectations - Hot Lunch Line	PBIS & Equity Team
<b>February</b>	Mid-Year Data Review Staff Expectations - Playground	Kosmas/Swingen



<b>March</b>	CARE Staff Expectations - Arrivals	PBIS & Equity Team
<b>April</b>	Review of School Climate Plan/Staff Handbook Staff Expectations - Assemblies/Morning Meetings	Lingo/Johnson
<b>May</b>	Survey/Needs Review Staff Expectations - Office	Lingo/Johnson
<b>June</b>	Year-End Review and Planning for Next School Year	Lingo/Johnson

### **CLASSROOM PROCEDURES (1.8)**

As per PAT contract, every teacher will have a classroom management plan. The Classroom Management Plan covers the essential features of effective classroom management: Structure, teaching expectations, acknowledging positive behaviors, correcting misbehaviors.

### **FEEDBACK AND ACKNOWLEDGEMENT SYSTEMS (1.9)**

Research shows that when staff “catches” students exhibiting appropriate behaviors, those behaviors will increase and misbehaviors will decrease. Specific praise is extremely important in increasing the recurrence of appropriate behaviors. We 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.

### **Positive Behavior Rewards**

#### **Pride Insides and PICC of the Week**

Part of being a PBIS school involves giving students tickets when they demonstrate positive behaviors. Each staff member is encouraged to give 5 tickets daily to students throughout the building. Pair ticket with praise based on positive behavior demonstrated. For example, “Thank you for walking safely in the hallway!”

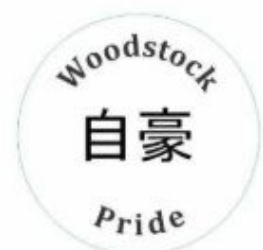
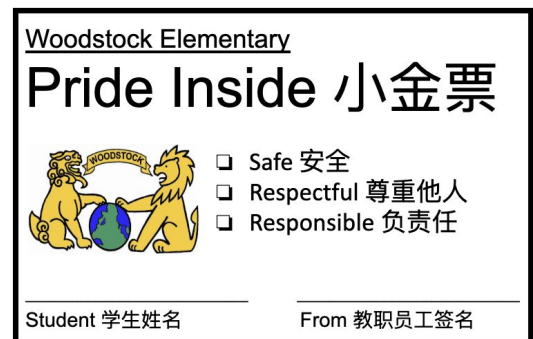
Students keep the top copy to take home, and the duplicate gets entered into their classroom collection bin. Each week, at Friday Morning Meeting, teachers will publicly compliment one student for a specific behavior. (PICC of the week. This stands for Perseverance - Integrity - Compassion - Curiosity.) Teachers will keep track to ensure each student gets recognized at least once throughout the course of the school year.

#### **Lion’s Den**

Each Friday, collected Pride Insides are emptied into our “Lion’s Den” as part of our Friday Morning Meetings. Students work to fill the den to earn school-wide incentives, such as a dance party or bonus recess.

#### **Tokens**

Wooden tokens are another method of recognizing and celebrating whole class positive behavior. All non-classroom teaching staff will be able to hand-out “class compliments” in the form of a wooden token. Examples include demonstrating expected hallway behavior, earning a “5” in specials, or transitioning appropriately from recess to lunch.



### Classroom Banners

The purpose of classroom banners is to promote positive behaviors and build community for an entire class. Each class will choose a mascot at the beginning of the school year and decorate their banner accordingly. Banners will be displayed in each class, and brought to each Friday Morning Meeting. The student chosen for the PICC of the week will get to carry the banner back to class following the group photo.

### Acknowledgement Matrix

Type	What	When/Where	Who Gives Them?
Immediate/ High frequency	Pride Insides	Classroom & Common areas	All Staff
Redemption of immediate/ High Frequency	Classroom drawings	Classroom	Classroom Teachers
Long term school wide Celebrations	Celebration of Values	Morning Meeting	PBIS Team
Continued Excellence Programs	Classroom Banners Individual Pride Inside Recognition	Morning Meetings	Classroom Teachers Support Staff Building Administration

### *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
August 28	Previous Year's Discipline Data	Banners and Recognition Systems
January 8	Mid-Year Discipline and Positive Recognition Data	Booster Week Planning
April 9	Previous Year's Student Survey Data	Questions/Goals for Survey Data
May 8	School Climate Survey	Year End Data 2018-2019 Planning



**PLAN FOR FAMILY, STUDENT AND COMMUNITY INVOLVEMENT (1.11)****Schedule for family involvement activities:**

<b>Date</b>	<b>Activities</b>	<b>Organizer</b>
<b>Each Friday</b>	School Wide Morning Meeting	Johnson
<b>September 4</b>	TAG Parent Information Meeting 5:00-5:30 PM ELL Parent Night 5:30-6:00 PM Back to School Night 6:00-7:30 PM	TAG Coordinator ELL Department Johnson/Teachers
<b>September 9</b>	PTA Meeting	PTA
<b>September 12</b>	Coffee/Tea Conversations	Johnson
<b>September 18</b>	Family Seminar #1: "School Climate and Parent/Family Engagement Opportunities"	PTA/Lingo
<b>October 7</b>	PTA Meeting	PTA
<b>November 5</b>	Family Seminar #2: "Sustainability and Emergency Preparedness"	PTA/Johnson
<b>November 21</b>	Grandparents and Special Friends' Day	Teachers
<b>November 25 &amp; 26</b>	Conferences	Teachers
<b>January 13</b>	PTA Meeting	PTA
<b>January 15</b>	Family Seminar #3: TBD	Climate/Equity Team
<b>February 6</b>	Cultural Meal Day	Johnson/Nutrition Services
<b>February 7</b>	Chinese New Year Celebration	Shu Ren/Johnson
<b>February 12</b>	Connect to Kindergarten and MIP Lotter Meeting	Johnson
<b>February 24</b>	PTA Meeting	PTA
<b>March 9</b>	PTA Meeting	PTA
<b>April 6</b>	PTA Social Hour	PTA
<b>May 8</b>	Coffee/Tea Conversations	Johnson
<b>May 11</b>	PTA Meeting	PTA
<b>May 29</b>	Woodstock School Carnival	PTA/Teachers
<b>June 5</b>	School Wide Picnic	



## Plan for Student Involvement

Student Leadership Team will meet monthly and send representation to School Climate Team Meetings, when possible.

## Woodstock New Student/Family Plan

Families that arrive mid-year are provided a guided tour by a member of the student leadership team and the parents/guardians are offered a welcoming/onboarding meeting with the school counselors and/or administration.

## TIER I EVALUATION

### Evaluation of the Effects and Fidelity of the School Climate Practices

#### **DISCIPLINE DATA (1.12)**

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

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

#### *Recent TFI scores*

- Available upon request.

**School Climate Survey (SCS)** determines the status of specific building-wide school climate initiatives and issues (Core Values, Student Voice, Specific CR-PBIS Initiatives--ex: acknowledgement tickets)

- Completed three times a year (September, January, May) by all students (grades 3-5)
- Reviewed by School Climate Team and shared with staff, students, and families. Used to monitor and adjust climate initiatives.

#### *Recent SCS data*

- Available upon request.

**School Climate Action Plan (TFI):** See the appendix for the current CR-TFI.



# School Climate Handbook FAQ

## Who can write a referral and who is responsible for calling the student's family?

- Any staff member can write a referral.
- Certified teacher is responsible for calling teacher unless building administrator instructs otherwise.

## How do I know which referral to fill out?

- Go to page 9 in the School Climate Handbook.

## What happens on the parent end when a student receives a referral?

- Classroom teacher is required to contact parent/guardian unless building administrator instructs otherwise.
- A copy is given to administrators and entered into Synergy. Parents are sent a disciplinary action form through Synergy. Administration follows up with the classroom teacher.

## Where do I find \_\_\_\_\_ ?

- **SIT Request for Assistance** - In the SIT Request for Assistance folder on the Wellness Center bulletin board. Fill out both sides (Form A and B) and turn in to Ponny Kosmas.
- **Stage 1 or 2/3 referrals** - In the main office in the cabinets by Selena and Tabitha's desk (under the counter) that is labeled "Stage 1 2 3 Referrals".
- **THINK Sheets** - In a file labeled "THINK Sheets" near the sign in sheet on the counter in the front office.
- **Pride Insides and Wooden Tokens** - Pride Insides are found near the referrals in the main office in the cabinets by Selena and Tabitha's desk (under the counter). Wooden tokens are in a tub by the mailboxes.



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Pause and Reflect

What happened? Draw or write:



What do I need help with? Draw or write:



*Teacher notes:*

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