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# **IRVINGTON School Climate Handbook**

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**Show Respect**

**On Time, On Task**

**Act Safe**

**Reach Your Best**

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2017-2018

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**Irvington Vision Statement: The Irvington community communicates, collaborates, and connects to reach each student’s potential. Everyone teaches, everyone learns, everyone cares.**

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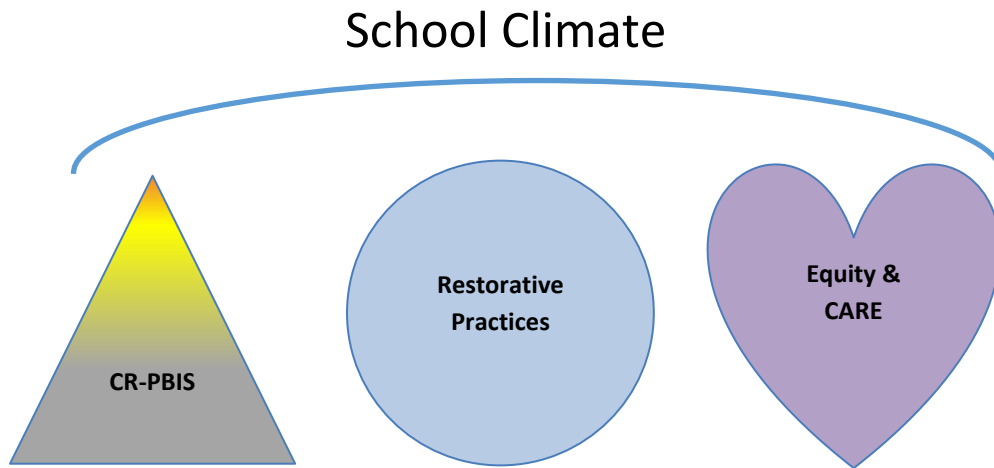
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## WHAT IS SCHOOL CLIMATE?

### 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 voices 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, 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?

## **EQUITY/CARE**

This handbook is intended to inform Irvington School staff and community 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 competent in our instructional practices and inclusive of our diverse learning styles.

*“Portland Public Schools is committed to academic excellence and personal success for all students. Central to this commitment is educational equity. We are committed to providing instruction with the rigor, cultural relevance, and relationships that ignite the potential of each and every student. In order to do so, we must shift our practices to see students as individuals—including their race, their language, their gender, their sexual orientation, and their various abilities.*

*This work is necessary to serve a diverse student body well and prepare every student to navigate and compete in a culturally rich society and global economy, now and into the future.”*

*Chief Equity Officer, Lorenzo Poe*



## 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	Kristin Werts	Facilitator	
Administrator	Kathleen Ellwood		
Family Member	Mary Byrd Margaret Morton (SMART Coord)		Note Taker
Behavioral Expertise	Amy Drew		Time Keeper
Coaching Expertise	Jeremy Geschwind		
Knowledge of Academic/Behavioral Patterns	Celina Garrido-Meyer Kathleen Ellwood	Data Analyst	Data Analyst
Knowledge of School Operations/Programs	Kathleen Ellwood		
Additional Teachers	Michael Harmon Kira Jones Daren Zook	Note Taker Time Keeper	Facilitator

### Climate Team Meeting Schedule

Month	Date/Time	Room	Topic/Assessment
August	TBD	107	Classroom Management Plans Common Area Expectations Stations Expectations Lessons Overview Community Circles Training
September	3rd Monday Staff Meeting	107	Tiered Fidelity Inventory (TFI) Assessment & Action Plan Last year's Discipline Data Review Common Area Observations
October	"	107	Monthly Discipline Data Review
November	"	107	Monthly Discipline Data Review
December	"	107	Monthly Discipline Data Review Plan January Re-teach
January	"	107	Monthly Discipline Data Review Review January Re-teach
February	"	107	Monthly Discipline Data Review
March	"	107	Monthly Discipline Data Review Tiered Fidelity Inventory (TFI) Assessment & Action Plan



			Plan April Re-teach
<b>April</b>	"	107	Monthly Discipline Data Review Review April Re-teach
<b>May</b>	"	107	Monthly Discipline Data Review
<b>June</b>	"	107	Planning for Rollout Next Year

**Meeting Agenda:**

- Monthly Discipline Data
- CR-PBIS School-wide Systems (assessing the effectiveness of our Equity Practices on school climate)
- Integration of Restorative Practices

Agenda scheduled for each of our school climate meetings will be driven by the Tiered Fidelity (TFI) Action Plan.

## TIER I IMPLEMENTATION

### Programmatic Supports for all Students

#### SCHOOLWIDE EXPECTATIONS (1.3)

**Our School Expectations are:**

**Show Respect**

**On Time, On Task**

**Act Safe**

**Reach Your Best**

Posters 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 what how it looks in different common areas. This will help Irvington School ensure that our school values are inclusive and affirming. These values were developed with student, and staff input.

- These school values are important for the Irvington school community, because these are the four things that help students be successful in life. Our students need to understand and exercise Irvington’s expectations 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

	<b>Office</b>	<b>Bathroom</b>	<b>Playground</b>	<b>Hallways</b>	<b>Cafeteria</b>
<b>Show Respect</b>	Be polite. Use level 0-1 voice.	Keep water in the sink and put paper towels in the trash. Use level 0-1 voice.	Leave sticks and dirt on the ground. Walk/carry bikes and skateboards. Keep your hands to yourself at all times.	Use level 0-1 voice. Keep your hands to yourself and off the walls and artwork.	Clean up after yourself. Use level 1-2 voice. Wait your turn in line.



			Play where you can be seen by adults.		
<b>On Time, On Task</b>	Bring a hall pass.	Be quick and get back to class. Bring a hall pass. Go, flush, wash, leave.	Wear appropriate clothes for the weather. Line up with your class when it's time to go.	Get to class on time. Carry a hall pass when leaving your class.	Get to the cafeteria, get your lunch and finish it on time.
<b>Act Safe</b>	Stay in front of the counter. Wait your turn.	Give people privacy. Hands to self. Bully-free zone.	Use playground equipment appropriately. Climb only on play structure equipment. Alert adults of unsafe behavior or if you need help.	Walk to the right in single file or in pairs. Walk up and down the stairs.	Raise your hand to get up. Food belongs on your plate or in your mouth.
<b>Reach Your Best</b>	Go to the office for a good reason.	Help keep it clean. No vandalism.	Follow the rules of the game, good sportsmanship. Include everyone who wants to play.	Stop and talk to a staff member when asked. Greet others appropriately.	Eat your own food.

**TEACHING EXPECTATIONS (1.4)**

**Lesson Plans/policies and schedule for teaching common area expectations are available at:**  
<https://drive.google.com/drive/folders/0B7RIWVodJnBYRVhyTkFyUUFNcUk>

**Yearly Schedule for Teaching Common Area Expectations**

Date
August 30- September, 2017: Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide.
January 2- January 5, 2018: Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide.
April 2- April 6, 2018: Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide.
As indicated by Irvington’s discipline data 2017-2018

**Active Supervision for Irvington 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. It also includes scanning for potential problems, diffusing them before they arise, and motivating students to do their best and monitor their own behavior. Student safety is our priority, Cell phone use for emergencies or supervision purposes only.



**DEFINING MINOR, STAGE 1 REPORTS, 2 AND 3 BEHAVIORS (1.5) AND DISCIPLINE POLICIES (1.6)**

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**

**Irvington School Discipline Plan**  
 Summarized from the *PPS Guide to Policies, Rules, and Procedures on Student Responsibilities, Rights and Discipline*

	<b>STAGE 1</b> <i>Managed by Teacher in Classroom</i> <i>(Student remains in class)</i>	<b>STAGE 2</b> <i>Referral that may wait for Administrator</i> <i>(Student remains in class)</i>	<b>STAGE 3</b> <i>Immediate Administrative Assistance</i> <i>(Student is removed from classroom)</i>
<b>Behavior</b>	<ul style="list-style-type: none"> <li>● Bothering/pestering</li> <li>● Cheating</li> <li>● Damaging property</li> <li>● Excessive talking</li> <li>● Getting out of line</li> <li>● Mild defiance</li> <li>● Mild cursing</li> <li>● Not following directions</li> <li>● Play fighting</li> <li>● Pushing or shoving</li> <li>● Running</li> <li>● Taking other’s property</li> <li>● Teasing/put-downs</li> </ul> <p><b>Three Stage 1 Behavior Reports documenting the same repeated behavior may justify a Stage 2 Behavior Report.</b></p>	<ul style="list-style-type: none"> <li>● Abusive/profane language</li> <li>● Class cutting/leaving without permission</li> <li>● Deliberate misuse of property</li> <li>● Display of patently offensive material</li> <li>● Disruptive conduct</li> <li>● Forgery</li> <li>● Gambling</li> <li>● Harassment: bullying</li> <li>● Inappropriate dress</li> <li>● Inappropriate use of technology</li> <li>● Indecent (obscene) gesture</li> <li>● Insubordination</li> <li>● Interference with school personnel</li> <li>● Intimidation</li> <li>● Loitering</li> <li>● Off limits</li> <li>● Open defiance</li> <li>● Plagiarism/cheating</li> <li>● Possession of prohibited item</li> <li>● Possession/use of stolen property</li> <li>● Reckless vehicle use</li> <li>● Tardiness</li> <li>● Theft: minor</li> <li>● Threat of violence</li> <li>● Trespassing</li> <li>● Truancy</li> <li>● Vandalism: minor</li> <li>● Willful disobedience</li> </ul>	<ul style="list-style-type: none"> <li>● Alcohol/drug</li> <li>● Arson or attempted arson</li> <li>● Assault/menacing</li> <li>● Battery</li> <li>● Bomb threat</li> <li>● Burglary</li> <li>● Extortion</li> <li>● False fire alarm</li> <li>● Fighting</li> <li>● Firecrackers/explosives</li> <li>● Gang identifier</li> <li>● Harassment: sexual</li> <li>● Indecent exposure</li> <li>● Robbery</li> <li>● Theft: major</li> <li>● Tobacco, use and/or possession</li> <li>● Vandalism: major</li> <li>● Weapons: dangerous, deadly, firearm, simulated, possession, use, threat with weapon</li> </ul>





	<b>STAGE 1</b> <i>Managed by Teacher in Classroom</i> <i>(Student remains in class)</i>	<b>STAGE 2</b> <i>Referral that may wait for Administrator</i> <i>(Student remains in class)</i>	<b>STAGE 3</b> <i>Immediate Administrative Assistance</i> <i>(Student is removed from classroom)</i>
<b>Corrective Consequences</b>	<ul style="list-style-type: none"> <li>• Formal warning</li> <li>• Parent contact</li> <li>• Time out (out of class- less than 15 min.)</li> <li>• Time out (in class)</li> </ul>	<ul style="list-style-type: none"> <li>• Active but restricted recess (ex: “walk the perimeter”)</li> <li>• After school restitution (families given up to 24 hours notice in advance)</li> <li>• School community service (ex: behind the scenes lunch job, help custodian)</li> <li>• Altered school-day schedule (ex: switch classes, attend lunch/recess with a lower grade)</li> <li>• Altered schoolwide activity (ex: dance, field trip)</li> </ul>	Determined by administrator according to Student Rights and Responsibilities Handbook
<b>Positive Supports</b>	<p>Teacher uses 3 Classroom Interventions in the following list:</p> <ul style="list-style-type: none"> <li>• Reteach rule</li> <li>• Change seating</li> <li>• Redirect student</li> <li>• Keep in proximity</li> <li>• Pre-correction</li> <li>• Private direction</li> <li>• Restitution</li> <li>• Sensitive use of humor</li> <li>• Family contact for collaboration</li> <li>• Praise for taking responsibility</li> <li>• Identify replacement behavior</li> <li>• Modify/differentiate work</li> <li>• Structured recess- skill building included</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 1 interventions</li> <li>• Behavior contract</li> <li>• Identify “safe place” to cool off</li> <li>• Notify authorities</li> <li>• Check-in/check-out groups</li> <li>• Quick Behavioral Assessment</li> <li>• Social stories</li> <li>• Interest Inventory</li> <li>• Parent conference with administrator</li> <li>• Opportunity for school service</li> <li>• RTI continuum</li> <li>• Daily Tracking Sheet</li> <li>• Peer Network Groups</li> <li>• Restitution</li> <li>• Structured recess- skill building included</li> </ul>	<ul style="list-style-type: none"> <li>• Student Intervention Team</li> <li>• Check-in/check-out with individuals</li> <li>• Adult mentor at school</li> <li>• Safety plan</li> <li>• Motivating Success Through Partnership Program</li> <li>• Student Success Center</li> <li>• Restitution</li> </ul>

	<b>STAGE 1</b> <i>Managed by Teacher in Classroom</i> <i>(Student remains in class)</i>	<b>STAGE 2</b> <i>Referral that may wait for Administrator</i> <i>(Student remains in class)</i>	<b>STAGE 3</b> <i>Immediate Administrative Assistance</i> <i>(Student is removed from classroom)</i>
<b>Teacher Responsibilities</b>	<ol style="list-style-type: none"> <li>1. Teacher implements appropriate interventions including developing and following a classroom management plan</li> <li>2. Teacher completes Stage 1 Behavior Report and keeps white copy. <b>Three Stage 1 infractions for the same type of behavior indicate a chronic behavior issue, therefore the third Stage 1 is written on a Stage 2 form and the previous Stage 1 forms are attached.</b></li> <li>3. Contact parent(s)/guardian</li> <li>4. Teacher sends pink copy of the Stage 1 report home (parent signature is optional)</li> <li>5. <u>6-8 Teachers</u>: Teacher gives yellow copy to Administrator</li> </ol> <p><b><u>Common Area Stage 1 Report</u></b> K-5: forward to classroom teacher 6-8: forward to Administrator</p>	<ol style="list-style-type: none"> <li>1. Teacher implements appropriate interventions</li> <li>2. Teacher completes Stage 2 Behavior Report. <b>If this is a chronic behavior and two Stage 1 forms have already been completed, please attach the previous Stage 1 reports to the Stage 2 form.</b></li> <li>3. Teacher submits Stage 2 Behavior Report to Administrator</li> <li>4. Teacher contacts parent(s)/guardian</li> </ol> <p><b><u>Common Area Stage 2 Report</u></b> K-5: forward to classroom teacher 6-8: forward to Administrator</p>	<ol style="list-style-type: none"> <li>1. Teacher implements appropriate interventions</li> <li>2. Teacher completes Stage 3 Behavior Report</li> <li>3. Teacher calls office and asks for Administrative assistance</li> </ol>
<b>Administrative Responsibilities</b>	Handled within classroom	<ol style="list-style-type: none"> <li>1. Administrator consults reporter/teacher about Stage 2 Behavior Report</li> <li>2. Administrator resolves incident within 2 days</li> <li>3. Administrator contacts parent/guardian</li> <li>4. Administrator returns Stage 2 Behavior Report to teacher</li> <li>5. Administrator communicates Safety Plan guidelines to all staff who supervise students</li> </ol>	<ol style="list-style-type: none"> <li>1. Administrator or designee picks up student and Stage 3 Behavior Report from classroom</li> <li>2. Student does not return to class until conference with Administrator</li> <li>3. Administrator consults reporter/teacher about Stage 3 Behavior Report the same day or next</li> <li>4. Administrator returns Stage 3 Behavior Report to reporter/teacher</li> <li>5. Administrator reviews possible student support through RTI Continuum</li> <li>6. Administrator communicates Safety Plan guidelines to all staff who supervise students</li> </ol>



**PROFESSIONAL DEVELOPMENT (1.7) AND FACULTY INVOLVEMENT (1.10)**

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.

The topics listed below are in addition to already planned professional development in the areas of racial equity, personalized lesson planning, instructional practices and differentiation.

Date	Topic	Presenter
<b>August</b>	School climate orientation: <ul style="list-style-type: none"> <li>● Teaching school values &amp; common area expectations schedule</li> <li>● Teaching classroom routines &amp; expectations</li> <li>● Schoolwide and classroom acknowledgement systems</li> <li>● Correcting fluently</li> <li>● SIT flowchart</li> <li>● Influence of race, culture and language on adult expectations and student behavior</li> <li>● Supervision expectations</li> </ul> Common Area Expectations stations/lessons  Review of previous year’s Universal Screener scores, 504 Plans, IEPs, and other individual student information  Classroom Management Plans/Expectations & Social Skills Lessons Schedule  Schoolwide Focus for September: Show respect/SOAR ticket policy	School Climate Team
<b>September</b>	Review of schoolwide disciplinary data from the 2016-17 school year Schoolwide Focus for October: On task Grade Level PLC Meeting- Counselor presents classroom lessons	School Climate Team
<b>October</b>	Schoolwide Focus for November: On time Grade Level PLC Meeting- Counselor presents classroom lessons Review of schoolwide disciplinary data from the first quarter Universal Screener	School Climate Team
<b>November</b>	Grade level PLC discipline review Schoolwide Focus for December: Act safe Grade Level PLC Meeting- Counselor presents classroom lessons Review parent survey data from Open House	School Climate Team
<b>December</b>	Grade Level PLC Meeting- Counselor presents classroom lessons	School Climate Team
<b>January</b>	Grade Level PLC Meeting- Counselor presents classroom lessons	School Climate Team
<b>February</b>	Grade level PLC discipline review Grade Level PLC Meeting- Counselor presents classroom lessons Review of schoolwide disciplinary data from the first semester Universal Screener	School Climate Team
<b>March</b>	Grade Level PLC Meeting- Counselor presents classroom lessons	School Climate Team
<b>April</b>	Grade Level PLC Meeting- Counselor presents classroom lessons Review of schoolwide disciplinary data from the third quarter	School Climate Team
<b>May</b>	Review of School Climate Plan/Staff Handbook Grade level PLC discipline review Grade Level PLC Meeting- Counselor presents classroom lessons Universal Screener	School Climate Team



June	Review of Universal Screener scores, 504 Plans, IEPs, and other individual student information	School Climate Team
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**CLASSROOM PROCEDURES (1.8)**

As per PAT contract every teacher will have a classroom management plan. Classroom management plans will be due to administration the day before Open House. A sample plan is provided in the Appendix; PD time will be provided in the first two weeks of school.

The Classroom Management Plan template, covers the essential feature of effective classroom management: Structure, teaching expectations, acknowledging positive behaviors, correcting misbehaviors.

[{Click here for sample Classroom Management Plans}](#)

**Guest Teacher Support System**

Each teacher will need an easily accessible Guest teacher folder in their classroom that includes an emergency lesson plan and information about accommodations/modifications for students. A copy will also be turned in to the office before Open House. A sample plan is provided in the Appendix.

[{Click here for sample Guest Teacher Plan}](#)

**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 reoccurrence of appropriate behaviors. Irvington uses SOAR tickets aligned with the school values. All staff hand out the 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:

- SOAR Tickets for recognition of positive behavior in common areas with verbal acknowledgement of specific behavior noticed
- Schoolwide systems include:
  1. Raffle tickets and drawing for Spirit Day participation for K - 5 during assembly
  2. SOAR ticket drawings at monthly Spirit Day assemblies for K - 5
  3. Opportunities to be a cafeteria helper
  4. Student store for grades 6-8
- Feedback from student leadership and parent School Climate committee members about current systems and planning for changes and improvements

**Acknowledgement Matrix**

Type	What	When/Where	Who Gives Them?
<b>Immediate/ High frequency</b>	Kids: SOAR tickets Adults: Staff recognitions & prizes	Common areas	All Staff
<b>Redemption of immediate/ High Frequency</b>	Kids: SOAR tickets Adults: Staff recognitions & prizes	Common areas	All Staff



<b>Long term Schoolwide Celebrations</b>	Kids: Assemblies, Drawings, Awards assemblies <b>Adults:</b> Staff recognitions & prizes	Kids: Assemblies, Drawings <b>Adults:</b> Staff recognitions & prizes	Teachers, Cafeteria duty staff
<b>Continued Excellence Programs</b>	Kids: Awards assemblies <b>Adults:</b> Staff recognitions & prizes	Kids: Quarterly (6-8), Annual (K-5) <b>Adults:</b> Staff recognitions	All Staff

**FACULTY INVOLVEMENT (1.10)**

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

See Professional Development Plan.

**PLAN FOR FAMILY, STUDENT AND COMMUNITY INVOLVEMENT (1.11)**

These groups meet monthly in addition to the activities below:

- PTA Meetings
- Families of Black and Brown Students
- Latino Families Group/ESL Classes
- Principal’s Coffee/Principal’s Forum
- Parents Increasing Equity
- Racial Equity Community Series

**Parent representatives serving on:**

- Leadership Team
- School Climate Committee

**Schedule for family involvement activities**

Date	Activities	Organizer
9/17	Open House/Family Survey	Staff
	Volunteer Fair	PTA/Staff
11/17	Family/Teacher Conferences/Family Survey	Staff
	Book Fair	PTA
4/18	Spaghetti Dinner/K-5 Learning in Depth Night /Family Survey	PTA/Staff

**Plan for Student Involvement**

Input is gathered from student representatives on Student Leadership and through relationship building with students. A student survey is conducted in October and April.



### Irvington New Student/Family Plan

New families have an opportunity to participate in the Volunteer Fair and a New Family Tea. New families will be approached about their communication preference for school information. A checklist will be developed for procedures to follow should a new student arrive in the middle of the school year.

### **Data Practices Tier 1 (TFI 1.13-14)**

Synergy and the Schoolwide Implementation System (SWIS) are used to regularly review student disciplinary data. Common area data is reviewed by the School Climate Team on a monthly basis, and grade level Professional Learning Communities (PLCs) review individual student data and grade level data on a quarterly basis. Interventions are determined based on disciplinary data and Universal Screener results. Data is intentionally examined using a racial equity lens.

### **TIER I EVALUATION (TFI 1.14)**

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

**Culturally Responsive- Tiered Fidelity Inventory (CR-TFI) (TFI 1.14)** guides the action planning for the implementation of positive school climate.

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

**School Climate Action Plan (CR- TFI) Link:** see Appendix

### **Tier 1 Yearly Report to Stakeholders (TFI 1.15)**

Community members are informed of CR-PBIS work through a letter sent home with classroom teacher letters in August. In addition, during a Principal's Coffee the CR-PBIS system is explained, and SWIS data is shared with families. Disciplinary data is also shared with parent racial affinity groups, PTA meetings, and during other community events.



# Appendix

COMMON AREA EXPECTATIONS PRESENTATIONS						
Thursday, 8/31						
	9:15	9:30	9:45	10:00	10:15	10:30
<b>1A</b>	Office	Hallway	Cafeteria	Playground	Assembly	Bathroom
<b>1B</b>	Bathroom	Office	Hallway	Cafeteria	Playground	Assembly
<b>2A</b>	Assembly	Bathroom	Office	Hallway	Cafeteria	Playground
<b>2B</b>	Playground	Assembly	Bathroom	Office	Hallway	Cafeteria
<b>2/3B</b>	Cafeteria	Playground	Assembly	Bathroom	Office	Hallway
Friday, 9/1						
	9:15	9:30	9:45	10:00	10:15	10:30
<b>3A</b>	Office	Hallway	Cafeteria	Playground	Assembly	Bathroom
<b>4A</b>	Bathroom	Office	Hallway	Cafeteria	Playground	Assembly
<b>4B</b>	Assembly	Bathroom	Office	Hallway	Cafeteria	Playground
<b>5A</b>	Playground	Assembly	Bathroom	Office	Hallway	Cafeteria
<b>5B</b>	Cafeteria	Playground	Assembly	Bathroom	Office	Hallway
Grades 6-8 during Math in the Gym						
Station Locations						
<b>Office</b>	Main Office					
<b>Bathroom</b>	1st Floor Boy's Restroom					
<b>Assembly</b>	Gym					
<b>Playground</b>	Covered Area					
<b>Cafeteria</b>	Cafeteria					
<b>Hallway</b>	Outside of 108A					

