

PPS School Climate Plan and Handbook Implementation Timeline

Combined with expectations set by the District and a result of bargaining, the District and PAT have agreed to the following:

- All PPS schools will implement a School Climate Plan based on the Culturally Responsive Tiered Fidelity Inventory (CR-TFI)
- All PPS school's will have a School Climate Handbook based on the CR-TFI and posted on the school's website

By June 26, 2016 these Features of the CR TFI will be ready to implement at the start of the 2016-17 school year.

CR-TFI Feature	Description	Data Source
1.1 Team Composition	School Climate Team including a school administrator, a family member, and individuals able to provide (a) applied behavioral expertise, (b) coaching expertise, (c) knowledge of student academic and behavior patterns, (d) knowledge about the operations of the school across grade levels and programs, and for high schools, (e) student representation, <i>(f) that reflect student and community demographics.</i>	<ul style="list-style-type: none"> • List of Climate Team Members and position title • Tier I team meeting minutes with meeting roles • <i>Summary of Team racial demographics</i>
1.2 Team Operating Procedures	School Climate Team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.	<ul style="list-style-type: none"> • Tier I team meeting agendas includes these elements: (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.
1.10 Faculty Involvement	Faculty are shown <i>disaggregated</i> school-wide data regularly and provide input on universal foundations (e.g., expectations, consequences, acknowledgements).	<ul style="list-style-type: none"> • Faculty are shown <i>disaggregated</i> discipline data at least 4 times per year AND have provided feedback on Tier I practices within the past 12 months, through informal surveys, staff meeting minutes and Climate Team meeting minutes.
1.11 Student, Family, Community Involvement	Stakeholders <i>of all racial, cultural, ethnic and linguistic backgrounds</i> provide input on universal foundations (e.g., expectations, consequences, acknowledgements).	<ul style="list-style-type: none"> • Documentation exists that students, families, and community members <i>of all racial, cultural, ethnic and linguistic backgrounds</i> have provided feedback on Tier I practices within the past 12 months, through informal surveys, voting results from parent/family meeting, Climate Team meeting minutes.
1.3 Behavioral Expectations	School has five or fewer positively stated behavioral expectations and examples by setting/location for student and staff behaviors defined and in place, posted by area, <i>bilingual when relevant. Expectations are inclusive and affirming of all qualities of our students, and are developed with student and family input.</i>	<ul style="list-style-type: none"> • Five or fewer behavioral expectations exist that are positive, posted, and identified for specific settings (i.e., matrix) AND at least 90% of staff can list at least 67% of the expectations, <i>developed with student and family input.</i> • TFI Walkthrough Tool • School Climate Handbook

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1.4 Teaching Expectations	Expected academic and social behaviors are taught directly to all students in classrooms and across other campus settings/locations. <i>Lesson plans are inclusive and affirming of all qualities of our students. Lesson plans incorporate support for English Language Learners. Families are included in communication about school-wide expectations.</i>	<ul style="list-style-type: none"> • Formal system with lesson plans and teaching schedule is used to teach expected behaviors directly to students across classroom and campus settings AND at least 70% of students can list at least 67% of the expectations. <i>Lesson plans address engagement for ALL racial, cultural, ethnic and linguistic backgrounds.</i> • TFI Walkthrough Tool • Professional development calendar • Lesson plans
1.7 Professional Development	A written process is used for orienting all faculty/staff on 5 core Tier I SWPBIS practices: (a) teaching school-wide expectations, (b) acknowledging appropriate behavior, (c) correcting errors, (d) requesting assistance, and (e) <i>understanding the influence of race, culture, and language on student behavior and choices.</i>	<ul style="list-style-type: none"> • Professional development calendar • School or Staff Climate Handbook

By June 26, 2017, All remaining Tier 1 Features of the CR TFI Implemented and Included in School Climate Handbook

CR-TFI Element	Description	Data Source
1.5 Problem Behavior Definitions	School has clear definitions for behaviors that interfere with academic and social success, <i>that reflect student and family voice</i> . There is a clear policy/procedure (e.g., flowchart) for addressing office-managed versus staff-managed problems.	<ul style="list-style-type: none"> • School Climate Handbook • Descriptions and definitions of Stage 1 and Stage 2/3 behaviors <i>that reflect student and family voice</i>
1.6 Discipline Policies	School policies and procedures describe and emphasize proactive, instructive, and/or restorative approaches to student behavior that are implemented consistently, <i>and reflect understanding of community values and practices.</i>	<ul style="list-style-type: none"> • School Climate Handbook • Discipline flowchart includes Tier 2/3 Student Intervention Team process
1.8 Classroom Procedures	Tier I features (school-wide expectations, routines, acknowledgements, in-class continuum of consequences) are implemented within classrooms and consistent with school-wide systems. <i>Students of ALL racial, cultural, ethnic and linguistic backgrounds feel welcomed and valued in the classroom.</i>	<ul style="list-style-type: none"> • Classroom Practices Plan (i.e. Classroom Management Plan)

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1.9 Feedback and Acknowledgement	A formal system (i.e., written set of procedures for specific behavior feedback that is [a] linked to school-wide expectations and [b] used across settings and within classrooms) is in place and used by at least 90% of a sample of staff and received by at least 50% of a sample of students.	<ul style="list-style-type: none"> • School Climate Handbook • TFI Walkthrough Tool
1.12 Discipline Data	School Climate Team has instantaneous access to graphed reports summarizing discipline data organized by the frequency of problem behavior events by behavior, location, time of day, and by individual student. <i>Data is disaggregated by race, language, exceptionality, SPED, etc.</i>	<ul style="list-style-type: none"> • School Climate Handbook • Team meeting minutes • Student outcome data (Synergy, Dashboard)
1.13 Data-based Decision Making	School Climate Team reviews and uses discipline data and academic outcome data at least monthly for decision-making, <i>data is disaggregated by race, language, exceptionality, SPED, etc.</i>	<ul style="list-style-type: none"> • Data decision rules • Team meeting minutes
1.14 Fidelity Data	School Climate Team reviews and uses Tiered Fidelity Inventory data at least annually.	<ul style="list-style-type: none"> • CR Tiered Fidelity Inventory
1.15 Annual Evaluation	School Climate Team documents fidelity and effectiveness (including on academic outcomes) of Tier I practices at least annually (including year-by-year comparisons) that are shared with stakeholders (staff, families, community, district) in a usable format. <i>Assessment of school success includes student and family voice (survey, focus groups, etc.).</i>	<ul style="list-style-type: none"> • Staff, student, and family surveys • School Climate Handbook • TFI • School policy • Student outcomes • District reports • School newsletters