Irvington Elementary School Climate Handbook

Irvington Elementary

Show Respect

On Time, On Task

Act Safe

Reach Your Best

2021-2022

Irvington Elementary's Mission: At Irvington I MATTER, and together we SOAR!

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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

TIER I
All settings, all students
Preventative, proactive

TIER II
For some students

TIER III
Individual Students

Practices include:
- School-wide Behavior Expectations
- Feedback/acknowledgment system
- Culturally responsive practices
- Community Building (eg. Circles, SEL, Restorative Practices)
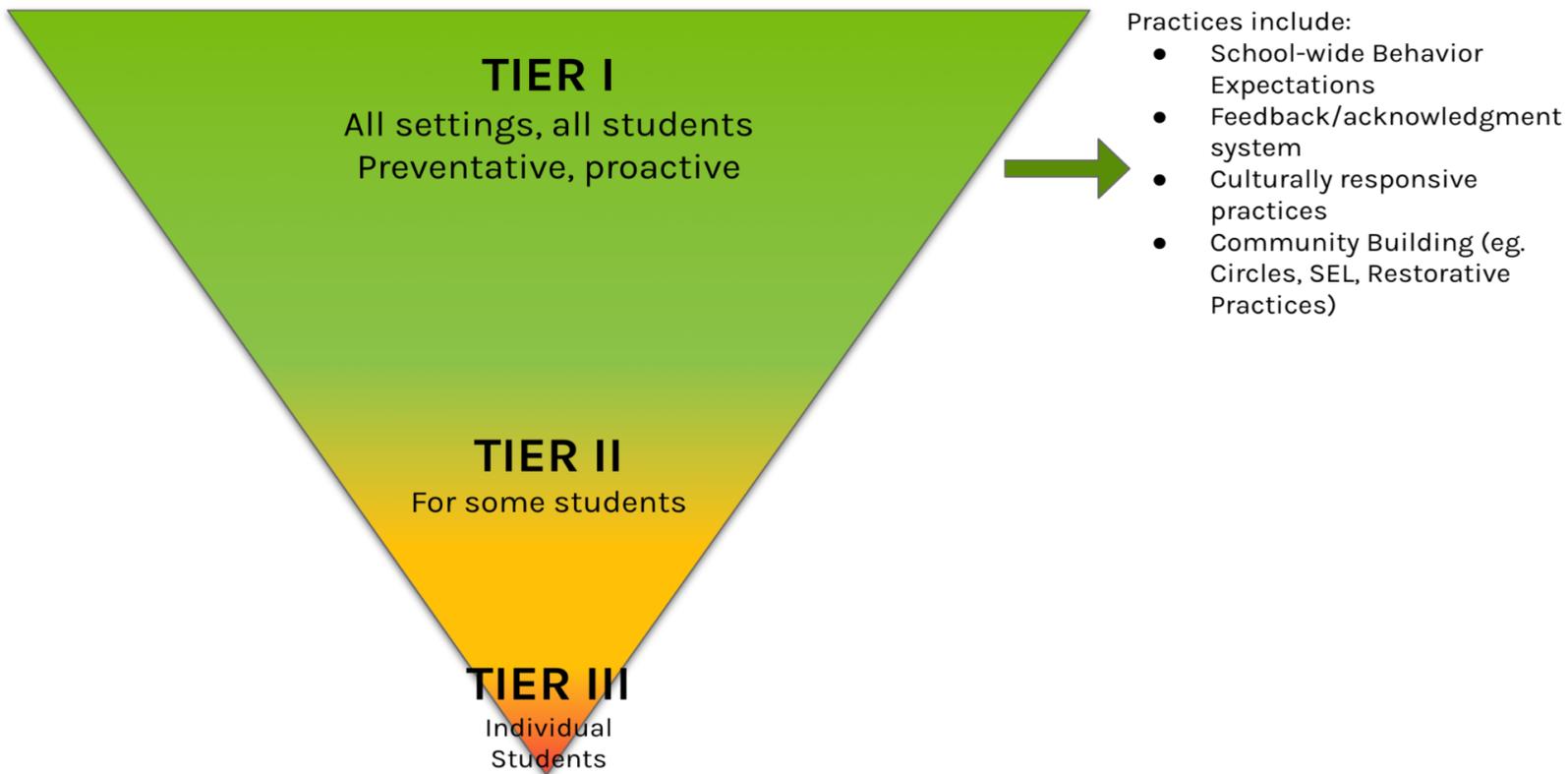
CULTURALLY RESPONSIVE POSITIVE BEHAVIOR INTERVENTIONS & SUPPORTS (CR-PBIS)
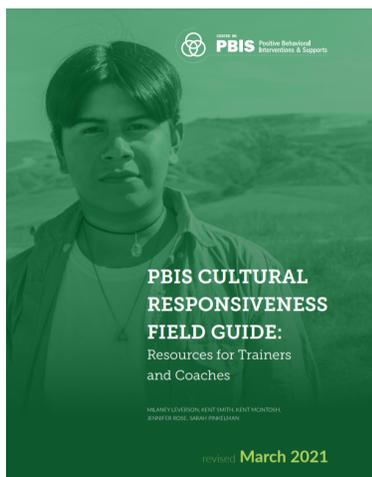
Our definition of cultural responsiveness within SWPBIS includes the following core components:

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 and {empathy interviews &/or surveys} to systematically assess and review student and family voices and adjust our practices to reflect the needs of our community.

Portland Public Schools   7/1/2021

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.

Irvington Elementary 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
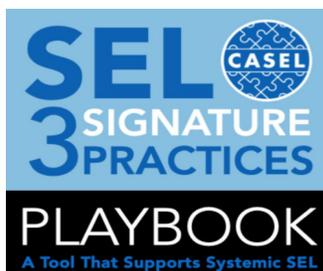
THE SCHOOL CLIMATE TEAM (TIER I)

SCHOOL CLIMATE TEAM INFORMATION (1.1/1.2)

Team Member	Name	Primary Meeting Role (Facilitator, Data Analyst, Minute Taker)	Backup Meeting Role]
First Grade Teacher	Jenni Heaton		
School Counselor	Carolyn Blum		
Fourth Grade Teacher	Geri Matyiko		
Fifth Grade Teacher	Rocky McNeff		
School Climate Specialist	Eric Lofquist		
EA Teacher	Keli Cook		

Climate Team Meeting Schedule

Month	Date/Time	Room	Topic/Assessment
August	Whole Day PD Session	Library	Classroom Management Plans Common Area Expectations Stations Expectations Lessons Overview
September	TBD	208 & Library	Tiered Fidelity Inventory (TFI) Assessment & Action Plan Last year's Discipline Data Review
October	TBD	208	Monthly Discipline Data Review
November	TBD	208	Monthly Discipline Data Review
December	TBD	208	Monthly Discipline Data Review Plan January Re-teach
January	TBD	Library	Monthly Discipline Data Review Review January Re-teach
February	TBD	208	Monthly Discipline Data Review
March	TBD	208	Monthly Discipline Data Review Tiered Fidelity Inventory (TFI) Assessment & Action Plan Plan April Re-teach
April	TBD	Library	Monthly Discipline Data Review Review April Re-teach
May	TBD	208	Monthly Discipline Data Review
June	TBD	208	Planning for Rollout Next Year

Meeting Agenda:

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:

1. **Show Respect:**

2. **On Time, On Task:**

3. **Act Safe:**

4. **Reach Your Best:**

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 Irvington Elementary ensure that our school values are inclusive and affirming.

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

IRVINGTON SCHOOL
COMMON AREA EXPECTATIONS

	Office	Bathroom	Playground	Hallways	Cafeteria	Assembly
Show Respect	- Be polite. - Use level 0-1 voice.	- Keep water in the sink and put paper towels in the trash. - Use level 0-1 voice.	- Walk/carry bikes, scooters, and skateboards before and after school (do not use at recess). - Keep your hands to yourself at all times. - Play where you can be seen by adults. - Use school appropriate language.	- Use level 0-1 voice. - Keep your hands to yourself and off the walls and artwork. - Greet others appropriately.	- Clean up after yourself. - Use level 1-2 voice. - Wait your turn in line.	- Use level 0 voice and listen to the speaker, unless directed otherwise. - Keep your hands to yourself.
On Time, On Task	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 when it's time to go in.	- 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.	- Stay with your class and teacher. - Listen and face the speaker.
Act Safe	- Stay in front of the counter. - Wait your turn.	- Give people their privacy. - Hands to self. - Help create a bully-free zone.	- Leave sticks and dirt on the ground. - Use playground equipment appropriately (e.g. go down slide) - Climb only on play structure equipment (not on top or trees). - Play tag only on the blacktop or grass. - 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.	- Walk to the right in single file or in pairs. - Follow all directions.
Reach Your Best	Go to the office for a good reason.	Help keep it clean.	- Follow the rules of the game, good sportsmanship. - Include everyone who wants to play.	Stop and talk to a staff member when asked.	Eat your own food.	Applaud politely for all speakers.

TEACHING EXPECTATIONS (1.4)

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

Date
August 24- September 30, 2021: Teams ensure that school staff understand that all students need explicit teaching about co-constructed expected behavior at school.*
January 3–January 7, 2022: Teams ensure that school staff understand that all students need explicit teaching about co-constructed expected behavior at school.*
March 28-April 1, 2022: Teams ensure that school staff understand that all students need explicit teaching about co-constructed expected behavior at school.*
As indicated by Irvington Elementary discipline data 2021–2022

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.

What does it **LOOK** like?	What does it **SOUND** like?
- Circulating unpredictably - Visually scanning the room - Give BEH Shout-outs (PK-5) and Bacon-bucks (6-8) - Redirecting consistently (every observed misbehavior receives a response & responses to similar misbehaviors are the same from student to student, day to day) - Smiling - Making eye contact with students - Responding non-emotionally to misbehavior - Using respectful body language/non-confrontational stance - Proximity: Gently moving toward the misbehavior in a relaxed way	- Interacting positively with students - Giving 3 acknowledgements to 1 correction - Correcting calmly and respectfully - Aligning acknowledgements and corrections closely to the school values and expectations - Providing comments that acknowledge students' efforts to be successful - Giving accurate feedback that is specific and descriptive - Using a voice level 1 or 2 - Giving reasonably private corrections that address the problem Using respectful words & tone of voice - Speaking in clear & simple language, not framing the direction as a question

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

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

	STAGE 1 *Managed by Teacher in Classroom* *(Student remains in class)*	STAGE 2 *Referral that MAY wait for Administrator* *(Student remains in class if possible)*	STAGE 3 *Immediate Administrative Assistance* *(Student is removed from classroom)*
Behavior	- Bothering/pestering - Cheating - Damaging property - Excessive talking - Getting out of line - Mild defiance - Mild cursing - Not following directions - Play fighting - Pushing or shoving - Running - Taking other's property - Teasing/put-downs **Three Stage 1 Behavior Reports documenting the same repeated behavior should be discussed at team PLC.**	- Abusive/profane language - Class cutting/leaving without permission - Deliberate misuse of property - Display of patently offensive material - Disruptive conduct - Forgery - Gambling - Harassment: bullying - Inappropriate dress - Inappropriate use of technology - Indecent (obscene) gesture - Insubordination - Interference with school personnel - Intimidation - Loitering - Off limits - Open defiance - Plagiarism/cheating - Possession of prohibited item - Possession/use of stolen property - Reckless vehicle use - Tardiness - Theft: minor - Threat of violence - Trespassing - Truancy - Vandalism: minor - Willful disobedience	Alcohol/drug Arson or attempted arson Assault/menacing Battery Bomb threat Burglary Class cutting/leaving without permission (i.e. off campus) Extortion False fire alarm Fighting Firecrackers/explosives Gang identifier Harassment: sexual Indecent exposure Robbery Theft: major Tobacco, use and/or possession Vandalism: major Weapons: dangerous, deadly, firearm, simulated, possession, use, threat with weapon

	STAGE 1 *Managed by Teacher in Classroom (Student remains in class)*	STAGE 2 *Referral that may wait for Administrator (Student remains in class)*	STAGE 3 *Immediate Administrative Assistance (Student is removed from classroom)*
Corrective Consequences	• Formal warning • Parent contact • Time out (out of class- less than 15 min.) • Time out (in class)	• Active but restricted recess (ex: "walk the perimeter") • After school restitution (families given up to 24 hours notice in advance) • 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) • Altered school wide activity (ex: dance, field trip)	Determined by administrator according to Student Rights and Responsibilities Handbook
Positive Supports	Teacher uses 3 Classroom Interventions in the following list: • Reteach rule • Change seating • Redirect student • Keep in proximity • Pre-correction • Private direction • Restitution • Sensitive use of humor • Family contact for collaboration • Praise for taking responsibility • Identify replacement behavior • Modify/differentiate work • Structured recess- skill building included	• 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 • MTSS continuum • Daily Tracking Sheet • Peer Network Groups • Restitution • Structured recess- skill building included	• Student Intervention Team (SIT) • Check-in/check-out with individuals • Adult mentor at school • Safety plan • Motivating Success Through Partnership Program (MSP) • Student Success Center (SSC) • Restitution

Requesting Assistance

For repeated behavior concerns:

1. *Consult with team Professional Learning Community (PLC) for support.*

    An ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.

2. *School Intervention Team (SIT) referral for further support.*

    Student Intervention Team recommends interventions to address barriers to student's success. Interventions are implemented and intervention data are collected for review.

3. *Functional Behavioral Assessment (FBA)/Behavior Support Plan (BSP)*

    The FBA/BSP Team's task: Identify the function of the disruptive behavior, teach a Functionally Equivalent Replacement Behavior (FERB) and reinforce the student's conditional use of this FERB

DISCIPLINE POLICIES (1.6)

	INCIDENT REPORT *Managed by Teacher in Classroom* *(Student remains in class)*	STAGE 1 *Managed by Teacher in Classroom* *(Student remains in class)*	STAGE 2 *Referral that may wait for Administrator* *(Student remains in class)*	STAGE 3 *Immediate Administrative Assistance* *(Student is removed from classroom)*

Teacher/Staff Responsibilities (including specialists)	1. Incident is reported or observed
	2. Student(s) completes Think Sheet or teacher processes with student(s)
	3. Teacher who witnessed incident reviews Think Sheet with student
	4. Teacher decides severity of Think Sheet
	  - Student feels good and problem is resolved in class; if 3 Incident reports/Think Sheets are written for the same behavior then the teacher moves to a Stage 1 report
	  - Make contact with parents to explain incident and resolutions
		1. Teacher implements appropriate interventions including developing and following a classroom management plan
		2. Teacher/Staff completes Stage 1 Behavior Report and keeps white copy. *Three Stage 1 infractions for the same type of behavior indicate a chronic behavior issue, therefore needs to be discussed at team PLC.*
		3. Teacher/specialist contacts parent(s)/guardian
		4. Teacher sends written/printed notice of the Stage 1 report home (parent signature is optional)
		
		Common Area Stage 1 Report forward to classroom teacher
			1. Teacher implements appropriate interventions
			2. Teacher completes Stage 2 Behavior Report. *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.*
			3. Teacher submits Stage 2 Behavior Report to Administrator
			4. Teacher contacts parent(s)/guardian
			
			Common Area Stage 2 Report forward to classroom teacher
				1. Teacher implements appropriate interventions
				2. Teacher completes Stage 3 Behavior Report
				3. Teacher calls office and asks for Administrative assistance

Administrative Responsibilities	Handled within classroom	Handled within classroom	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 which communicates Stage 2 disposition and intervention to teacher. 5. Administrator communicates Safety Plan guidelines to all staff who supervise students during designated Tuesday staff meeting	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 MTSS Continuum 6. Administrator communicates Safety Plan guidelines to all staff who supervise students during designated Tuesday Staff Meeting

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: • Teaching school values & common area expectations schedule • Teaching classroom routines & expectations • Schoolwide and classroom acknowledgement systems • Influence of race, culture and language on adult expectations and student behavior • Supervision expectations (Monitoring & Scanning) Common Area Expectations stations/lessons Classroom Management Plans/Expectations & Social Skills Lessons Schedule Schoolwide Focus for September: Show respect/SOAR ticket policy	School Climate Team
September	SIT flowchart Review of schoolwide discipline plan & referral process and changes Review of 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
October	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
November	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
December	Grade Level PLC Meeting- Counselor presents classroom lessons	School Climate Team
January	Grade Level PLC Meeting- Counselor presents classroom lessons	School Climate Team
February	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
March	Grade Level PLC Meeting- Counselor presents classroom lessons	School Climate Team
April	Grade Level PLC Meeting- Counselor presents classroom lessons Review of schoolwide disciplinary data from the third quarter	School Climate Team
May	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

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.

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:

- SOAR Tickets for recognition of positive behavior in common areas with verbal acknowledgement of specific behavior noticed
- Schoolwide systems include:

   1. SOAR ticket drawings; two students per week per classroom in K-5 on Fridays

   2. Opportunities to be a school helper; cafeteria, classroom, recess

- 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?
Immediate/ High frequency	Kids: SOAR tickets **Adults:** Staff recognitions & prizes	Common areas	All Staff
Redemption of immediate/ High Frequency	Kids: SOAR tickets **Adults:** Staff recognitions & prizes	Common areas	All Staff
Long term Schoolwide Celebrations	Kids: Assemblies, Drawings, Awards assemblies **Adults:** Staff recognitions & prizes	Kids: Assemblies, Drawings **Adults:** Staff recognitions & prizes	Teachers, Cafeteria duty staff
Continued Excellence Programs	Kids: Awards assemblies Adults: Staff recognitions & prizes	Kids: Quarterly (6-8), Annual (K-5) Adults: 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)

Schedule for family involvement activities

- PTA Meetings
- Principal's Coffee/Principal's Forum

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:

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:

School Climate Action Plan (CR-TFI): {Click here for CR-TFI Action Plan Template}

Appendix