Odyssey Program Climate Handbook

Odyssey's Expectations

Be Responsible

Be Respectful

Be Safe

Be An Active Citizen

Be Accepting

2018 - 2019

The Odyssey Program's mission is to inspire all students to achieve their fullest educational and personal potential. Odyssey students take responsibility for their learning and community membership by thinking independently, critically, and creatively. The Odyssey Program engages in integrated, thematic instruction through multi-age, cooperative learning. The Odyssey Program embraces family and community participation to enrich student learning within and beyond the classroom.
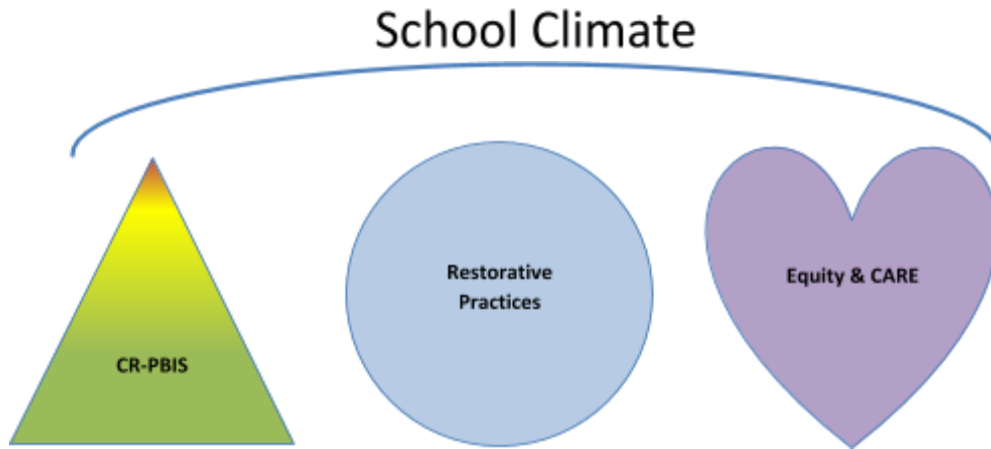
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WHAT IS SCHOOL CLIMATE?

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 Odyssey 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 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, Lolenzo Poe

THE SCHOOL CLIMATE TEAM (TIER I)

SCHOOL CLIMATE TEAM INFORMATION (1.1/1.2)

Member	Name	Primary Meeting Role (Facilitator, Data Analyst, Minute Taker)	Backup Meeting Role (Facilitator, Data Analyst, Minute Taker) Reschedule Meeting
Coordinator	Denise Self	Facilitator	Data Analyst
Administrator	Denise Self		

Family Member	Cluster Coordinators:
	  Katie Dill (K12)
	  Sarah Cramer (345)
	  Linda McNamara (678)
	
	As needed for input on individual topics		

Behavioral Expertise	Katy Wilebski		
Coaching Expertise	Denise Self		

Knowledge of Academic/Behavioral Patterns	Harmony Brinks-Detzer		
Knowledge of School Operations/Programs	Harmony Brinks-Detzer Katy Wilebski	Data Analyst Minute Taker	Minute Taker Facilitator

For the 2016-2017 school year, students of color represented approximately 11% of the Odyssey student population and white students represent approximately 86%. The School Climate Team matches the Odyssey staff which is 100% white.

Climate Team Meeting Schedule

Month	Date/Time	Room	Topic/Assessment
August/ September	PD: August 22, 2018 8:00 a.m.	Admin Office	Common Area Expectations review Climate Plan review Defining Stage 1, 2 & 3 Behaviors Odyssey Discipline Flowchart Classroom Reflection Process Last year's Discipline Data Review
October	October 22, 2018 2:45 p.m.	Admin Office	Tiered Fidelity Inventory (TFI) & Action Plan Monthly Discipline Data Review
November	~~November 26, 2018 2:45 p.m.~~	Admin Office	Review Climate Plan Monthly Discipline Data Review
December		Admin Office	Common Area Expectations review plan Monthly Discipline Data Review
January	January 28, 2018 2:45 p.m.	Admin Office	Review Monthly Salute Process Tiered Fidelity Inventory (TFI) & Action Plan Monthly Discipline Data Review
February	February 25, 2018 2:45 p.m.	Admin Office	Monthly Discipline Data Review
March	March 18, 2018 2:45 p.m.	Admin Office	Monthly Discipline Data Review Common Area Expectations reviewed
April	April 29, 2018 2:45 p.m.	Admin Office	Monthly Discipline Data Review
May	May 20, 2018 2:45 p.m.	Admin Office	Tiered Fidelity Inventory (TFI) & Action Plan Review and Revise Common Area Expectations
June	June 10, 2018 9:00 a.m.	Admin Office	Planning for rollout next year

Meeting Agenda:

- All Climate Team meetings will have an agenda and meeting minutes that includes discussion items and action steps
- 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 VALUES AND COMMON AREA EXPECTATIONS (1.3)

Odyssey's Schoolwide Expectations are:

- Be Responsible
- Be Respectful
- Be Safe
- Be an Active Citizen
- Be Accepting

Odyssey's Seven Caring Habits are:

1. Supporting
2. Encouraging
3. Listening
4. Accepting
5. Trusting
6. Respecting
7. Negotiating Differences

Posters were made and distributed throughout the building for each classroom teacher in order to make them visible to students and send a consistent message for all. This will help Odyssey School ensure that our school-wide expectations are inclusive and affirming. The school-wide expectations were developed with student, and staff input.

The Seven Caring Habits create the environment to support cooperative learning and teaming, which is a cornerstone of the Odyssey Program. These habits create a positive way to relate to to one another and support a caring learning environment.

These habits are woven into our regular teaching practices in every lesson and in every class period throughout the clusters , naming them with consistency and strategically teaching and reviewing them during teaming and collaboration.

Common Area Expectations

	Responsible	Respectful	Safe	An Active Citizen	Accepting
School-wide	Quickly follow directions Clean up after yourself	Use appropriate voice level Give your best effort	Keep your hands and feet to yourself Use walking feet	Keep our school clean and recycle Be a team player	Use kind words and actions Help others
Hallway	Straight there/ straight back Stay to the right	Use quiet voices (level 1) Observe personal space	Use walking feet Stay in line facing forward	Make room for others to pass	Admire student work and displays with your eyes only

Bathroom	Go, flush, wash, & leave Straight there/ straight back	Use quiet voices (level 2) Keep bathroom clean	Keep your hands and feet to yourself	Take care of problems or report them to an adult	Give others privacy
Cafeteria	Quickly follow directions Eat only your own food	Use good manners Use quiet voices (level 2)	Keep your hands and feet to yourself Use walking feet	Clean up your area Recycle and dispose of waste properly	Make room for others and include everyone Help others
Playground	Keep playground clean Quickly follow directions	Show good sportsmanship Take care of the environment	Keep your hands and feet to yourself Use play structure and equipment appropriately Stay within playground or field area boundaries	Share equipment and take turns Return equipment where it belongs	Make room for others and include everyone
Assembly	Quickly follow directions Stay in assigned areas	Sit flat and stay seated Use quiet voice (level 0 or 1)	Keep your hands and feet to yourself Use walking feet	Listen attentively	Stay positive Clap and show appreciation for presenters
Auditorium	Quickly follow directions Stay off the stage and leave equipment alone	Use quiet voices (level 2)	Keep your hands and feet to yourself Use walking feet	Take care of problems or report them to an adult	Make room for others and include everyone Admire props and displays with your eyes only
Water Cooler	Straight there/ straight back Bring your own water bottle to refill	Use quiet voices (level 1) Quickly return to class	Drink correctly from the cup or container	Take care of problems or report them to an adult Dispose of cups in the garbage	Help others

EXPECTATIONS (1.4)

Yearly Schedule for Teaching Common Area Expectations

Date
August 27 - September 28, 2018: Explicit, direct instruction in core values, student behavior, classroom expectations, seven caring habits, and common area expectations building wide. Administration visits every classroom with review of Odyssey Agreements.
January 8, 2019: Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide. Administration will show Odyssey Agreement video at school-wide "Monthly Salute" assembly.
April 1 - April 5, 2019: Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide.
Review one of the Odyssey Agreement at each Monthly Salute Assembly
Additional direct instruction as indicated by Odyssey discipline data 2017-2018

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.

What does it **LOOK** like?	What does it **SOUND** like?
- Circulating unpredictably - Visually scanning the room - Give thematic unit token - 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, 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.

	STAGE 1 *Managed by Teacher in Class* *(Student remains in class)*	STAGE 2 *Referral that may wait for Admin* *(Student remains in class)*	STAGE 3 Immediate Admin Assistant (Student removed from class)

Behavior	· Bothering/pestering
	· Cheating
	· Damaging property
	· Excessive talking
	· Mild cursing
	· Mild defiance
	· Not following directions
	· Out of bounds
	· Play fighting
	· Pushing or shoving
	· Running in classroom or hall
	· Taking other's property
	· Talking too loudly
	· Teasing/put-downs
	
	Three to five Stage 1 Behavior Reports documenting the same repeated behavior *may* justify a Stage 2 Behavior Report.
		· Class cutting/leaving without permission
		· Deliberate misuse of property
		· Display of patently offensive material
		· Disruptive conduct
		· Dress code violation
		· Forgery
		· Gambling
		· Indecent (obscene) gesture
		· Insubordination/ defiance/ willful disobedience
		· Interference with school personnel
		· Intimidation
		· Language abusive/profane
		· Loitering
		· Off limits
		· Physical Contact, inappropriate
		· Plagiarism/cheating
		· Possession of prohibited item
		· Possession of stolen property
		· Property damage – minor
		· Reckless vehicle use
		· Tardiness
		· Technology, use violation
		· Theft: minor
		· Trespassing
		· Truancy
			· Alcohol/drug
			· Arson or attempted arson
			· Physical attack/harm
			· Bomb threat
			· Burglary
			· Extortion
			· False fire alarm
			· Fighting
			· Firecrackers/explosives
			· Gang member identifier
			· Harassment or bullying based on:
			· Disability
			  · Sex
			  · Sexual orientation/gender expression
			  · Race
			  · Color
			  · National origin
			  · Religion
			· Hazing
			· Indecent exposure
			· Property Damage - major
			· Robbery
			· Theft: major
			· Threat causing fear or harm
			· Tobacco, use and/or possession
			· Vandalism: major
			· Weapons: dangerous, deadly, firearm, simulated, possession, use, threat with weapon

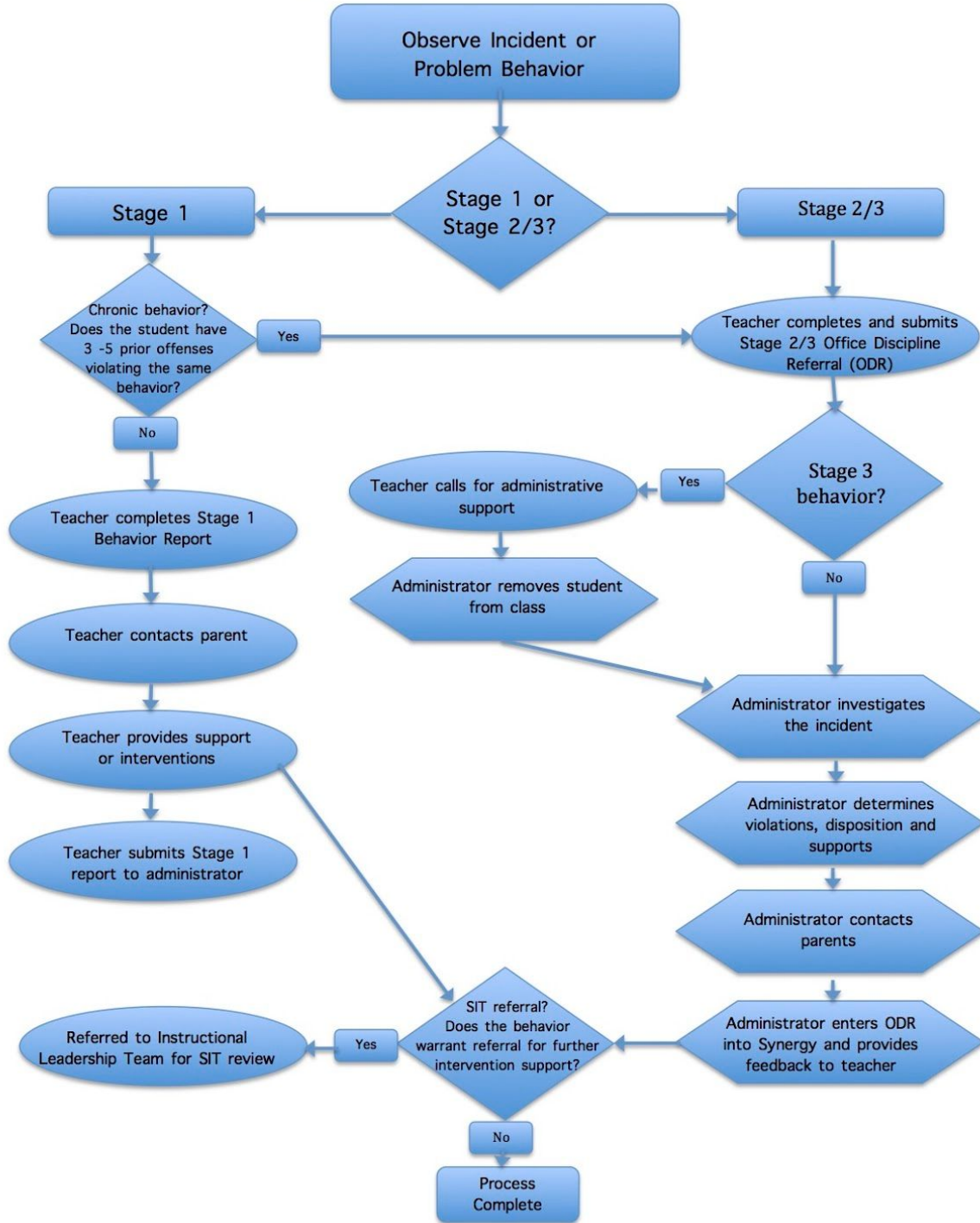|	STAGE 1 *Managed by Teacher in Class* *(Student remains in class)*	STAGE 2 *Referral that may wait for Admin* *(Student remains in class)*	STAGE 3 Immediate Admin Assistant (Student removed from class)

Interventions	Teacher uses 3 Classroom Interventions in the following list:
	· Reteach rule
	· Daily behavior plan
	· Change seating
	· Think-sheet: only with dialogue with Teacher
	· Proximity to Teacher
	· Pre-correction
	· Increase Ratio of Interactions
	  · Special job in class
	  · Student Contract
	  · Repair the harm "make it right"
	  · Reset (out of class- less than 15 minutes)
	  · Reset (in class)
	  · Sensitive use of humor
	  · Family contact
	  · Praise for taking responsibility
	  · Praise for the behavior they have corrected
	  · Identify replacement behavior
	  · Redirect student
	  · Modify/differentiate work
	  · Use of restorative justice techniques (class meeting, community circle, restorative dialogue, repairing the harm).
		· Stage 1 interventions
		· Behavior contract
		· Identify "safe place" to cool off
		· Check-in/check-out program
		· Quick Behavioral Assessment
		· Social stories
		· Interest Inventory
		· Parent conference with administrator
		· Opportunity for school/community service
		· Peer support Groups (study groups for example)
		· Student Intervention team for Tier 2 supports or IEP review to look at academic and or behavior support needs
		· Attendance team reviews to see if attendance is a contributing factor to behavior issues
		· Use of restorative justice techniques (class meeting, community circle, restorative dialogue, repairing the harm). May include families and/or just small groups of students instead of the whole class
		These interventions will often be done in coordination with Counselor, Special Education team, and/or Administrator.
			· Student Intervention Team and Tier 2 or Tier 3 Supports
			· Mentor at school
			· Safety plan
			· Student Success Program (MESD)
			· Academic and Social Skills Instruction
			· Notify authorities
			· Follow guidelines in Students
			Rights and Responsibilities Handbook

	STAGE 1 *Managed by Teacher in Class* *(Student remains in class)*	STAGE 2 *Referral that may wait for Admin* *(Student remains in class)*	STAGE 3 *Immediate Admin Assistance* *(Student removed from class)*

Teacher Responsibilities	1. Teacher implements appropriate classroom interventions with fidelity – minimum of 3 2. Teacher completes Stage 1 Behavior Report 3. Teacher contacts parent(s)/guardian 4. Teacher sends a copy of the Stage 1 report home (parent signature is optional) *Stage 1 Report* 　*Forward to classroom teacher*	1. Teacher implements appropriate interventions 2. Reporting Teacher completes Stage 2 Behavior Report 3. Teacher or administrator contacts parent(s)/guardian *Stage 2 Report* *Forward to Administrator and 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	1. Administrator consults reporter/teacher about Stage 2 Behavior Report 2. Administrator resolves incident within 2 days 3. Administrator contacts parent/guardian 4. Administrator shares outcome of interventions with teacher or teachers	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 shares outcome of interventions with teacher or teachers 5. Administrator reviews possible student

DISCIPLINE POLICIES (1.6)

Odyssey Program Discipline Flowchart

Observe Incident or Problem Behavior

Stage 1 or Stage 2/3?

Stage 1

Stage 2/3

Chronic behavior? Does the student have 3 -5 prior offenses violating the same behavior?

Yes → Teacher completes and submits Stage 2/3 Office Discipline Referral (ODR)

No

Teacher completes Stage 1 Behavior Report

Teacher calls for administrative support

Yes

Stage 3 behavior?

No

Administrator removes student from class

Teacher contacts parent

Teacher provides support or interventions

Administrator investigates the incident

Teacher submits Stage 1 report to administrator

Administrator determines violations, disposition and supports

Administrator contacts parents

Referred to Instructional Leadership Team for SIT review

Yes

SIT referral? Does the behavior warrant referral for further intervention support?

Administrator enters ODR into Synergy and provides feedback to teacher

No

Process Complete

Staff manage Level 1 incidents within the classroom, including reteaching and providing intervention supports. During this process the the staff document the behavior and contact parents, while the administration enters the incident in Synergy. Level 2 / 3 incidents are documented by staff and then forwarded to administration to speak to students, investigate, determine consequence, contact parents, and enter in Synergy.

During team collaboration time, students in K12, 345, and 678 utilize a reflection process that helps students to analyze their behavior choices and consider the action they took, why they made that choice, and what they could do differently in the future.

K12 Sample Reflection Sheet

345 Sample Reflection Sheet

678 Sample Reflection Sheet

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 ● Behavior Discipline procedures ● Teaching classroom routines & expectations ● Schoolwide and classroom acknowledgement systems ● Influence of race, culture and language on adult expectations and student behavior	Denise Self
September	EBBL	Lisa Kane
October	EBBL MAPS Growth Assessment Data Training - Part 1	Lisa Kane Christine Campanella
November	Parent-Teacher Conferences	
December		
January	EBBL SIT Process PLC	Lisa Kane Denise Self Cluster Teams
February	EBBL MAPS Growth Assessment Data Training - Part 2 PLC	Lisa Kane Vicki Rodriguez Cluster Teams
March	EBBL GVC - Math : Priority Standards PLC	LIsa Kane Instructional Team Cluster Teams
April	EBBL TAG Rate & Level GVC - Math: Differentiation PLC	Lisa Kane Denise Self Instructional Team Cluster Teams
May	EBBL GVC - Math: Engage NY PLC	Lisa Kane Instructional Team Cluster Teams
June		

CLASSROOM PROCEDURES *(1.8)*

Per PAT contract every teacher will have a classroom management plan. Classroom management plans will be due to administration the day before back to school night. A sample plan is provided below; 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.

Guest Teacher Support System

Substitute teachers are

Classroom management plan must be included in substitute folder; the plan must include appropriate contact information needed to support the details and student discipline.

SUBSTITUTE FOLDER
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Feedback Forms	Front Flap

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. All staff hand out the acknowledgement, along with specific praise, to students as they witness appropriate behaviors in the common areas, in classrooms, on buses, etc.

Odyssey utilizes "Odyssey Medallions" as a positive acknowledgement system. Each cluster team chooses a reward and identifies the number of coins required to earn the prize. As students earn the coins, they are collected in classroom containers. Teachers, specialists, support staff, and substitutes are given a bag full of coins to distribute and can refill their supply from a container in the main office. This acknowledgement system should be used by all school-wide personnel and classroom teachers when rewarding students outside of their cluster. Within their cluster, classroom teachers may use their cluster token economy or distribute the Odyssey Medallions.

Monthly recognition assemblies are held to review Odyssey Agreements and acknowledge student honors. These short assemblies, called the "Monthly Salute", are held first thing in the morning on the first Tuesday of the month. At least one student or team from each cluster is chosen based on a monthly theme. Students may also be chosen by specialists or administration. Monthly award winners are posted on the "Shipmate Honors" bulletin board in the lobby of the school. During these assemblies teachers will be celebrated for their participation in the acknowledgement program.

Schedule for Monthly Salute and selected themes

Month	Date	Theme
September		Teachers - Welcome Back!
October	October 1, 2018	Responsible
November	November 6, 2018	Respectful
December	December 4, 2018	Accepting
January	January 8, 2018	Active Citizen
February	February 5, 2018	Safe
March	March 5, 2018	Habits: Listening
April	April 2, 2018	Habits: Encouraging
May	May 7, 2018	Habits: Negotiating Differences
June	TBD	School-wide celebration event

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	2018-2019 data	Odyssey expectations
January	September - December	School-wide acknowledgement system
April	January - March	Methods to introduce and re-teach expectations
June	March - June School Climate Survey	Discipline Flowchart and Policies

PLAN FOR FAMILY, STUDENT AND COMMUNITY INVOLVEMENT (1.11)

Schedule for family involvement activities

Date	Topic & Group	Activities	Organizer
8/17	Dinner with the Principal Families	Welcome back	Deanne
9/17	Back to School Night Parents	Cluster teachers explain curriculum, instruction, and management systems	Staff
	Community Building Parents	Coffee Cart Gathering	PTA
	Fall Festival Families/Community	Community building and fundraiser	PTA
10/17	Community Building Parents	Coffee Cart Gathering	PTA
	PTA Meeting PTA	PTA Meeting: Budget	PTA
11/17	Community Building Parents	Coffee Cart Gathering	PTA
	Odyssey TAG Plan Parents	TAG identification and services at Odyssey	Denise
	Movie Night/Families	Movie Celebration	PTA
	Parent Equity Committee/PTA	Parent Equity Committee	PTA
	PTA Meeting PTA	PTA Meeting: Savings Cap	PTA
12/ 17	Community Building Parents	Coffee Cart Gathering	PTA
	PTA Meeting PTA	PTA Meeting	PTA
1/18	5th to 6th Move up Night	Teachers explain middle school opportunities to current 5th grade students and their parents	678 Teachers
	Community Building Parents	Coffee Cart Gathering	PTA
	Parent Equity Committee	Parent Equity Committee	PTA
	PTA Meeting PTA	PTA Meeting	PTA
2/18	345 Guild Fair & Performance Families/Community	Celebrate 345 thematic simulation and performance	345 Teachers

	Community Building Parents PTA Meeting PTA Enrollment & Lottery/Families & Community	Coffee Cart Gathering PTA Meeting Focus Option Information night	PTA PTA Staff & Families
3/18	678 Guild Fair & Performance Families/Community Community Building Parents 345 Field Study Movie Night/Families Parent Equity Committee PTA Meeting PTA Enrollment & Lottery/ Families & Community	Celebrate 678 thematic simulation and performance Coffee Cart Gathering 345 Field Study Movie Celebration Parent Equity Committee PTA Meeting: Budget Focus Option Information night	678 Teachers PTA Staff and Parents PTA PTA PTA Staff & Families
4/18	Community Building Parents PTA Meeting PTA	Coffee Cart Gathering PTA Meeting	PTA PTA
5/18	K12 Performance Families/Community Community Building Parents 678 Field Study Parent Equity Committee PTA Meeting PTA	K12 thematic performance Coffee Cart Gathering 678 Field Study Parent Equity Committee PTA Meeting	K12 Teachers PTA Staff and Parents PTA PTA
6/18			

Plan for Student Involvement

Odyssey New Student/Family Plan

As a focus options program, Odyssey does not get new students mid-year. New students and families are introduced to the program during Focus Option Nights as a part of the lottery application process. At the beginning of the year, new students participate in the Tier ! lessons to learn the expectations and routines at Odyssey.

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
- 2017-2018: 24/30 -- 80%

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
- 2017-2018:

School Climate Action Plan (TFI): See appendix.