
Markham Elementary School Climate Handbook



Be Kind
Be Respectful
Be Responsible

2022-2023

Markham Elementary Mission:

Vision/Motto	Knowledge is Power / Learning Today ~ Building Tomorrow
Mission	<p>Markham Elementary School is a caring community dedicated to excellence in education, empowering their potential as life-long learners and responsible contributors to society. We believe:</p> <ul style="list-style-type: none"> • All students can learn • Children should become independent and self-reliant • A child's education will best occur in a safe, secure and orderly environment • Higher academic achievement occurs with positive social, emotional and physical development • Children will have greater success when there are goals with high expectations • Cultural and educational diversity enables students' comprehensive education • Education is a partnership of the student, home, school and community • Education is a continuous process for all members of the learning community

Table of Contents

What Is School Climate?	4-7
Culturally Responsive Positive Behavioral Interventions & Supports (CR-PBIS)	4
Restorative Practices	6
Racial Equity & Social Justice (RESJ)	6
Social Emotional Learning (SEL)	7
Tier I Team	8-9
School Climate Team	8
Climate Team Meeting Schedule	8-9
Tier I Implementation	9-
Behavioral Expectations	9
Defining Minor, Stage 1 reports, 2 and 3 Behaviors	10-
Discipline Policies	11
Professional Development	11
Classroom Procedures & Guest Teacher Protocols	12
Acknowledgement Systems	12-13
Faculty Involvement	13



Plan for Family, Student & Community Involvement	13-14
Plan for Welcoming New Students and Families	14
Tier I Evaluation	14
Appendix	15-16
CR-TFI Action Plan	15
Common Area Expectations Lesson Plans	16



WHAT IS SCHOOL CLIMATE?

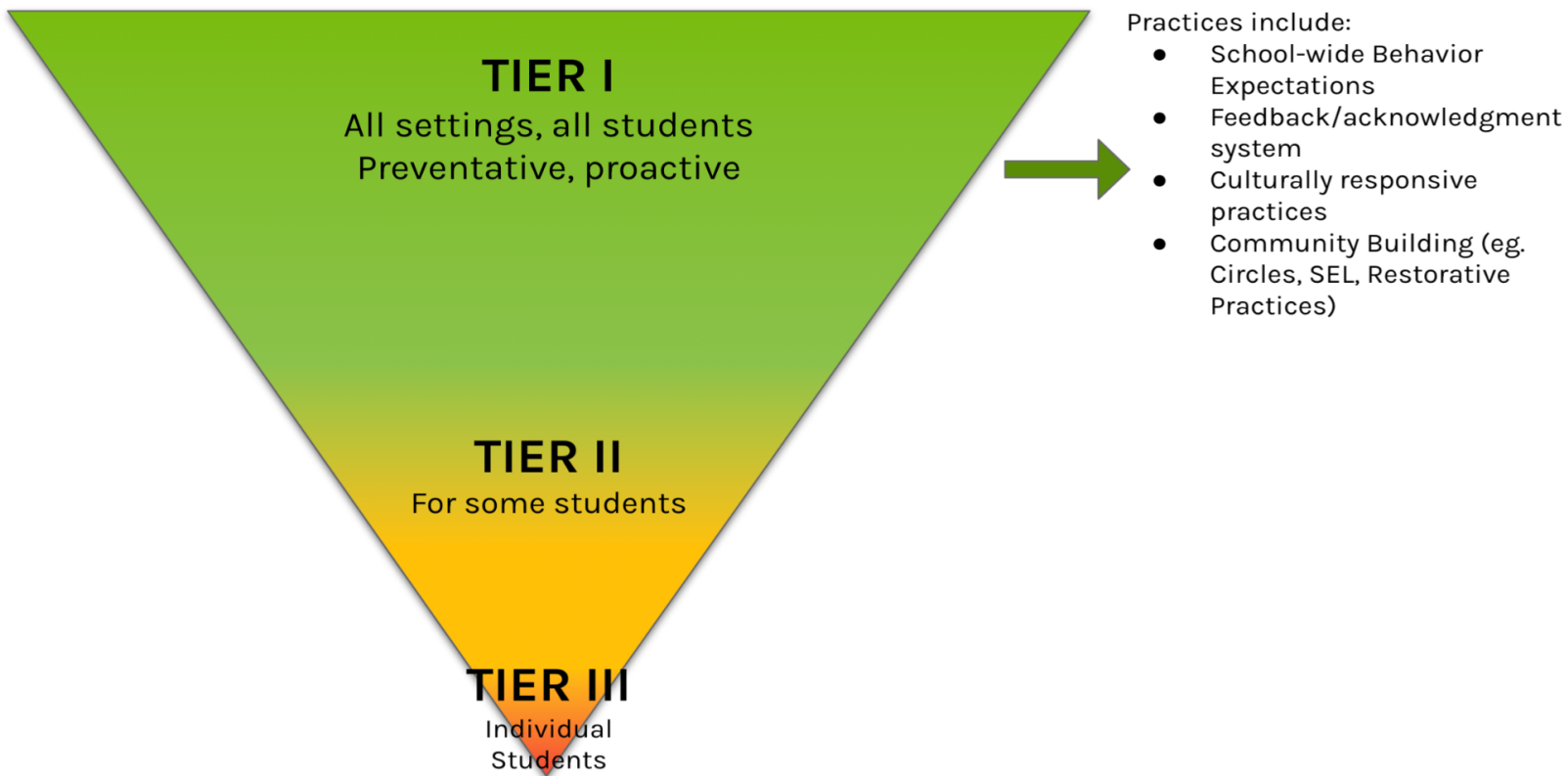
MULTI-TIERED SYSTEMS OF SUPPORT

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



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 periodic school surveys and interviews to systematically assess and review student and family voices and adjust our practices to reflect the needs of our community.



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 take place in every classroom at the start of each day and as needed during school days when issues arise.

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.

Markham 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](#))

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)
Climate/ILT Representative	Ming Hom	Facilitator	Minute Taker
Administrator	Traniece Brown-Warrens	Minute Taker	Data Analyst
Family Member	*	Community input	
Behavioral Expertise	*TBA	Facilitator	Minute Taker
Coaching Expertise	* TBA	Data Analyst	Facilitator
Knowledge of Academic/ Behavioral Patterns	*TBA		
Knowledge of School Operations/Programs	*TBA		



Climate Team Meeting Schedule

Month	Date/Time	Room	Topic/Assessment
August	August 29, 2022	TBA*	Handbook
September	Sept 13	TBA	Tiered Fidelity Inventory (TFI) Assessment & Action Plan Last year's Discipline Data Review
October	Oct 4	TBA	Monthly Discipline Data Review
November	Nov 1	TBA	Monthly Discipline Data Review
December	Dec 6	TBA	Monthly Discipline Data Review
January	Jan 24	TBA	Tiered Fidelity Inventory (TFI) Assessment & Action Plan
February	Feb 28	TBA	Monthly Discipline Data Review
March	March 21	TBA	Monthly Discipline Data Review
April	April 18	TBA	Monthly Discipline Data Review
May	May 16	TBA	Tiered Fidelity Inventory (TFI) Assessment, Action Plan & Review/Update Climate Handbook
June	June 6	TBA	Planning for rollout next year

- Staff meeting locations to be determined

Meeting Agenda:

- Climate Team meetings will be available for the community to review (Add Link to Agendas)
- Monthly Discipline Data
- CR-PBIS School-wide Systems (assessing the effectiveness of our Equity Practices on school climate)
- Family and student voice: how we are ensuring 2-way communication and partnerships?
- Integration of Restorative Practices

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 (DRAFT) AND COMMON AREA EXPECTATIONS (1.3)**Our School Values are:**

1. **Safe:** We take care of ourselves, our community, and our school environment
2. **Respectful:** We treat everyone with dignity and respect
3. **Responsible:** We act with integrity and tell the truth.

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



perseverance, community, and mindfulness on a regular basis to master the skills to be successful and prepared to be college and career ready in safe, responsible, respectful ways.

- 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

MARKHAM SCHOOL GUIDELINES FOR SUCCESS

The Markham High Five

- ❖ Be responsible
- ❖ Be respectful
- ❖ Be safe
- ❖ Be your best
- ❖ Every day in every way!



Our Three Main Expectations:

Use kind words and mindful actions

Keep bodies and objects to yourself

Follow adult instructions

AREA	BE SAFE	BE RESPONSIBLE	BE RESPECTFUL
Cafeteria	Handle and eat your own food Stay seated until asked to recycle or line up Keep hands and feet to self Move carefully and always walk	Raise your hand for help Clean up your area Take only what you can eat	Use inside voice Follow adult directions Use kind words and actions
Assemblies	Keep hands and feet to self Stay with your group	Sit on your bottom Follow directions Listen quietly	Show appreciation appropriately Keep eyes on performers Enter and exit respectfully with teacher
Hallways (Includes ramps and breezeways)	Walk in a line facing forward Keep hands and feet to self Pay attention	Always carry a hall or bathroom pass Walk directly to where you are going and return directly to class	Walk quietly Honor hallway teaching

Restrooms	Go Flush Wash Leave	Use toilets and sinks for intended purposes Report problems to adults immediately Return to class quickly	Give people privacy Use quiet voices
Playground/ Recess	Use equipment for intended purposes Stay in boundaries Keep hands and feet to self Run safely Chasing games are not permitted Report any strangers, animals, or dangerous items immediately to an adult	Line up quickly at first signal Return play equipment Listen to staff and follow directions	Use kind words and actions Take turns and share equipment Play safe, play fair, play on!

TEACHING EXPECTATIONS (1.4)

Lesson Plans/policies and schedule For teaching common area expectations in appendix

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 30- September 30, 2022: Teams ensure that school staff understand that all students need explicit teaching about co-constructed expected behavior at school.*
January 3-January 6, 2023: Teams ensure that school staff understand that all students need explicit teaching about co-constructed expected behavior at school.*
April 3 - 7, 2023: Teams ensure that school staff understand that all students need explicit teaching about co-constructed expected behavior at school.*
* As indicated by Markham's discipline data 2021-2022 and/or 2022-2023

Active Supervision

When staff are supervising students, they are not in face-to-face conversations with one another, they are not on their phones or computers, but are attentive to students at all times.



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. This includes acknowledging positive behaviors and actions, scanning for potential growth areas, modeling and supporting regulation strategies, and using restorative practices to reduce and repair harm.

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.

DISCIPLINE POLICIES (1.6)

Discipline Flow Chart (Draft as of 8/25/2022)

Markham Elementary School Discipline Plan

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

	STEP 1 Managed by Teacher in Classroom (Student remains in class)	STEP 2 Referral that may wait for Administrator (Student remains in class)	STEP 3 Immediate Administrative Assistance (Student is removed from classroom)
Behavior	<ul style="list-style-type: none"> ● Bothering/pestering ● Damaging property ● Excessive talking ● Getting out of line ● Mild defiance ● Inappropriate language ● Not following directions ● Play fighting ● Pushing or shoving ● Running in the building ● Taking other's property ● Teasing/put-downs ● Expressions of violence not directed at another student ● Tardiness ● Excessive hallway noise ● Poor sportsmanship <p>Three Step 1 Behavior Reports documenting the same repeated behavior may justify a Step 2 Behavior Report.</p>	<ul style="list-style-type: none"> ● Abusive/profane language ● Class cutting/leaving without permission ● Deliberate misuse of property ● Display of patently offensive material ● Disruptive conduct ● Forgery ● 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 	<ul style="list-style-type: none"> ● Alcohol/drug ● Arson or attempted arson ● Assault/menacing ● Battery ● Bomb threat ● Burglary ● 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

	<ul style="list-style-type: none"> ● Possession/use of stolen property ● Theft: minor ● Threat of violence ● Vandalism: minor ● Willful disobedience <p>Three Step 2 Behavior Reports documenting the same repeated behavior may justify a Step 3 Behavior Report.</p>	
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	STEP 1 Managed by Teacher in Classroom (Student remains in class)	STEP 2 Referral that may wait for Administrator (Student remains in class)	STEP 3 Immediate Administrative Assistance (Student is removed from classroom)
Corrective Consequences	<ul style="list-style-type: none"> ● Apology ● Note ● Restorative conversation ● Think sheet 	<ul style="list-style-type: none"> ● Active but restricted recess ● School community service ● Altered school-day schedule (ex: timeout classroom, attend lunch/recess with a different grade) ● Altered school-wide activity ● Formal warning ● Parent contact - by student or teacher 	Determined by Administrator according to Student Rights and Responsibilities Handbook
Positive Supports	<p>Teacher uses 3 Classroom Interventions in the following list:</p> <ul style="list-style-type: none"> ● Reteach rule ● Change seating ● Gentle reprimand ● Keep in proximity/strategic seating ● Fidgets ● Pre-correction ● Private direction ● Time out (in class) ● Warning ● Sensitive use of humor ● Identify replacement behavior ● Redirect student ● Modify/differentiate work 	<ul style="list-style-type: none"> ● Stage 1 interventions ● Behavior contract/plan ● Identify “safe place” to cool off ● Check-in/check-out groups ● Quick Behavioral Assessment ● Social stories ● Interest Inventory - Motivators ● Parent conference with administrator ● Opportunity for school service ● Daily Tracking Sheet ● Peer Mentoring ● Counselor Groups 	<ul style="list-style-type: none"> ● Student Intervention Team ● FBA ● Check-in/check-out with individuals ● Mentor at school ● Safety plan ● Major Suspension Program ● Notify authorities

	STEP 1 Managed by Teacher in Classroom (Student remains in class)	STEP 2 Referral that may wait for Administrator (Student remains in class)	STEP 3 Immediate Administrative Assistance (Student is removed from classroom)
Teacher Responsibilities	<ol style="list-style-type: none"> 1. Teacher implements appropriate interventions 2. Teacher completes Step 1 Behavior Report <p><u>Common Area Step 1 Incident Referral</u> <i>K-5: forward to classroom teacher on Synergy if filled out by other staff</i></p>	<ol style="list-style-type: none"> 1. Teacher implements appropriate interventions 2. Teacher completes Step 2 Incident Referral 3. Teacher submits Step 2 Incident Referral to Administrator 4. Teacher contacts parent(s)/guardian <p><u>Common Area Step 2 Incident Referral</u> <i>K-5: forward to classroom teacher on Synergy if filled out by other staff</i></p>	<ol style="list-style-type: none"> 1. Teacher implements appropriate interventions 2. Teacher completes Step 3 Incident Referral 3. Teacher calls office and asks for Administrative assistance <p><u>Common Area Step 3 Incident Referral</u> <i>K-5: forward to classroom teacher on Synergy if filled out by other staff</i></p>
Administrative Responsibilities	Handled within classroom	<ol style="list-style-type: none"> 1. Administrator consults reporter/teacher about Step 2 Incident Report 2. Administrator resolves incident within 2 days 	<ol style="list-style-type: none"> 1. Administrator or designee picks up student and gets Step 3 Incident Referral from Synergy 2. Student does not return to class until conference with Administrator 3. Administrator consults reporter/teacher about Step 3 Incident Referral within 24 hours

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: <ul style="list-style-type: none"> • Teaching school values & common area expectations schedule • Teaching classroom routines & expectations • Schoolwide and classroom acknowledgement systems • Correcting fluently • SIT flowchart (also in Appendix) • Influence of race, culture and language on adult expectations and student behavior 	Traniece/ Cindi



September	School Climate <ul style="list-style-type: none"> Reinforcing cooperation and building a sense of belonging for all Superpowers of the Month 	Traniece
October	School Climate <ul style="list-style-type: none"> Building reciprocal relationships with students' families Conference conversations 	Traniece
November	Continue conference conversations	Teacher Teams
December	Plus/Delta for Conference Experience - Review Community Feedback	PLCs
January	Present at January 24 Staff Meeting	School Climate Committee
February	Reviewing Discipline Data	School Climate Committee
March	Present at March Staff Meeting Successful Schools Survey	School Climate Committee
April	Review of School Climate Plan/Staff Handbook	School Climate Committee
May	Review of School Climate Plan/Staff Handbook	School Climate Committee
June	Visioning for Next Year	School Climate Committee

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.

[Kindergarten Effective Classroom Practices Plan](#)

[First Grade Effective Classroom Practices Plan](#)

[Third Grade Effective Classroom Practices Plan](#)

[Fifth Grade Effective Classroom Practices Plan](#)

Guest Teachers at Markham are appreciated and welcomed! Every teacher has a well-stocked folder in our office with sub plans, class lists, a map of the school, emergency procedure instructions, and other resources to provide to



substitutes. Most teachers also write detailed plans, which they email and leave in their classrooms for our guest teachers to use. Teaching teams also support guests as needed.

{Click here for Effective Classroom Practices Plan & Guest Teacher Support System Resources}

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:

- Markham uses “Eagle Tickets” to reinforce expected behavior
- Teachers use these to acknowledge students safe, respectful, responsible choices
- Our climate committee will recognize positive student behaviors at our school assemblies and with weekly drawings, announced over the intercom
- We include adult family members of our students on our climate team and address feedback from our Successful Schools Survey

Acknowledgement Matrix

Type	What	When/Where	Who Gives Them?
Immediate/ High frequency	Kids: Eagle Tickets Adults: Daily interactions	Classroom & Common areas	All Staff
Redemption of immediate/ High Frequency	Kids: All students over the course of the year Adults: Prize drawings, personal notes and cards	Regularly	Staff
Long term SW Celebrations	Kids: Assemblies, Drawings/Wheel Adults: Staff parties	Kids: Monthly assemblies Weekly drawings, perhaps Adults: As needed	Teachers, Cafeteria duty staff Staff to other staff
Continued Excellence Programs	Kids: We need to see what they might want Adults: We need to see what they might want	Kids: Walking Field Trips, Intermittent spirit days, school dance parties, etc. Adults: Regularly	Office staff, Admin, Counselors Office staff, admin, counselors, all staff



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
September	August 24 - 29	Gallery Walk for topics of interest and concern
January	January 3-January 7	Observation data collected at common spaces in the school to look for trends. School discipline data.
April	April 1 - 5	Reteach expectations after break
June	School Climate Survey	End of the year reflection and visioning for the future.

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

Date	Topic & Group	Activities	Organizer
8/24	Q&A about School Starting	Community Conversation online or in person	Traniece Brown-Warrens
10/15	Conference Brainstorming	Community Conversation online or in person	Traniece Brown-Warrens
11/15	PTA Meeting	Online meeting	PTA
12/15	PTA Meeting	Online meeting	PTA
1/16	PTA Meeting	Online meeting	PTA
2/16	PTA Meeting	Online or in person celebration of student accomplishments	Traniece
3/16	PTA Meeting		PTA
4/16	PTA Meeting		PTA
5/16	Reflecting on this year	Online meeting	Traniece
6/16	PTA Meeting	Online meeting	PTA

Markham Elementary Plan for Student Involvement -**Student Leadership**

This year we will start a new style of student leadership. All fifth graders will be invited to become _____. The _____ will assist throughout the school in a variety of ways:



- Acting as "bus buddies" to help our young students get to their busses
- Supporting systems in the school such as recycling, the lost and found, gathering playground equipment, transporting lunch tubs, and collecting/shelving library books
- Planning and facilitating all-school assemblies
- Updating our school reader board
- Providing ideas and feedback to administration
- Assisting with set up and take down for school events
- Maintaining a display case highlighting our (character trait) of the month
- Monitoring hallway and outside safety

Markham Elementary New Student/Family Plan

Each family who comes to Markham is welcomed and celebrated! Our office staff warmly greets new families and ensures they have all the needed forms and documents/links for registration. Families wait 24 hours after registering to join a classroom so teachers have time to prepare. When families register, they are given the link to sign up for our weekly newsletter, and the newsletter is also available on our website. Markham PTA is our family organization and all parents are invited to participate. The group meets online each month to share ideas and to learn about ways to support the school. Each new family is invited to meet with the principal and tour the building at a time that works well for them. New students are assigned buddies to help them learn about the school on the day they arrive.

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

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.

Recent SSS Data

- 2020-2021:



School Climate Action Plan (CR-TFI): Markham SCIP



Appendix

SIT Flowchart

