

From: "Lee, Megan C" <mcline@seattleschools.org>
To: "Garcia-Andresen, Annabel L" <algarciaandres@seattleschools.org>, "Glenn, Christopher" <cdglenn@seattleschools.org>, "Hagerty, Patricia L" <plhagerty@seattleschools.org>, "Halverson, Margarita D" <mdhalverson@seattleschools.org>, "Harris, Kiana A" <kaharris@seattleschools.org>, "Hutchinson, Constance" <cahutchinson@seattleschools.org>, "Jensen, Karma M" <kmsawka@seattleschools.org>, "Lee, Megan C" <mcline@seattleschools.org>, "Mattfeld, Christine R" <crmattfeld@seattleschools.org>, "Murakami, Joyce" <jkmurakami@seattleschools.org>, "Phillips, William J" <wjphillips@seattleschools.org>, "Pilapil, Trisha B" <tbpilapil@seattleschools.org>, "Talbert, Tonie" <tmtalbert@seattleschools.org>
Subject: PBIS meeting notes, 5/13
Sent: Mon 5/17/2021 10:05:51 PM
[Seattle TFI -Overview.pptx](#)
[Seattle TFI DRAFT.docx](#)

Lee, Megan C has shared a OneDrive for Business file with you. To view it, click the link below.

 PBIS.DunlapTIPSMtg.NOTES 05.13.21.docx

Helloooo team,

Attached are a few important documents: our meeting notes, the Seattle Tiered Fidelity Inventory (TFI) overview ppt., and the DRAFT of the Seattle TFI. Here's what we discussed about the TFI; please read it through and let me know what I've missed or reply all with any questions *

Parent participation check in

- When including families in our work – pause and get to know each other before starting the agenda
- Someone who does family engagement can share which families could join PBIS team
- In our school community, who is a marginalized group? How can we bring them in as stakeholders?
- Beginning part of TFI – want it to be representative of the population we serve
- We may just have a conversation with families about how the school year has gone and create a vision for the fall
- Think of ways families can participate outside of meeting

Tiered Fidelity Inventory (TFI) expectations

- To get to an antiracist framework, we have to slow down and center student and family voices: what does the harm look like and sound like in classrooms?
- Look at Teams sections 1.1 and 1.2 to start
- Do TFI in chunks – can complete between now and November
- Seattle TFI team wants to support and guide individual school team work

Overview: Seattle Tiered Fidelity Inventory, Tier I

- Worked with various teams to rewrite inventory
- It's a guiding document to support school teams in creating equitable systems
- Purpose: support Tier I teams in fostering a welcoming environment; centering student, family, community voices; etc. (see TFI powerpoint for full statement)

Tiered Supports

- Ideally, 100% of students receive Tier I support (Safe, Stable, Nurturing Environments)
- 10-15% Tier II (Targeted supports)
- ~5% Tier III (individualized, intensive supports)

Context: why is it different this year?

- Around last year, there was the TFI and Culturally Responsive Field Guide – not all schools did one or both

- The two documents were combined because we want all schools to be culturally responsive
- As they worked on merging the documents, some issues were identified around language used and ideas
- There were difficult conversations – ex. how PBIS can be harmful and perpetuate biases
- They also looked at SPS Strategic Plan and Foundational Belief #5
- The group based their writing on SPS Foundational Beliefs, targeted universalism, etc.
- If PBIS isn't built on a foundation of anti-racist practices / working to interrupt racist practices – it is **complicit**

TFI overall structure

- 3 sections: Teams, Implementation, Evaluation
- Feature components: description, practices/strategies, data sources, scoring criteria

Teams

- 1.1 Team Composition (Nothing About Us Without Us)
 - Where are we engaging families and students in decision-making?

“Nothing about us without us.”

1.1
 Team Composition: Tier I Teams partner with stakeholders and ensure voice and broad representation of all families and communities, students of color, and specifically Black boys and youth. Stakeholders include a Tier 1 team systems facilitator, a school administrator, a family member, student representation/consultation, and individuals able to provide critical perspective and information. These include:

- (a) knowledge of cultural representation of the students and community and historical context
- (b) knowledge of behavior as a form of communication and a response to experiences known and unknown, school environment, and adult/staff behavior
- (c) coaching and technical assistance,
- (d) knowledge of student strengths and school-wide academic and behavior patterns,
- (e) knowledge about the operations of the school across grade levels and programs.

-
- 1.2 Team Operating Procedures (Share the Power)
 - equalizing power/roles in team dynamics
 - how are parents compensated for coming to meetings? do we respect and honor their time?

Implementation

- 1.3 School-Wide Expectations (all means all)
 - co-creating expectations with students, families, community
- 1.4 Teaching School-Wide Expectations (If the students feel safe, then the entire school is safe)
 - It's not about what adults want to feel safe, it's about the students
- 1.5 Feedback and Acknowledgement (Culture overrides practice)
- 1.6 Classroom Procedures (“To love all children, we must struggle together to create schools we are taught to believe are impossible. Schools built on justice, love, joy, and anti-racism.” Dr. Bettina Love)
 - It's not just about hanging onto kids, it's about getting them excited about learning
- 1.7 Behavior Definitions (All behavior is communication)
- 1.8 Restorative Practices (“Never forget that justice is what love looks like in public” Dr. Cornell West)
- 1.9 Professional Development (“I don't listen to what you say, because I see what you do” James Baldwin)
- 1.10 Student/Family/Community Involvement (Spirit Building Not Spirit Breaking)
- 1.11 Faculty Implementation (Relational Not Transactional)

Evaluation

- 1.12 Universal Data (“The absence of misery does not mean the presence of joy” Dr. Shawn Ginwright)
- 1.13 Data-based Decision Making (“If you close your eyes to facts, you will learn through accidents” African

Proverb)

- 1.14 Fidelity Data (“Fidelity is the sister of justice.” Horace)
- 1.15 Annual Evaluation (“All students will feel seen, heard, felt, and validated” M. Stubblefield)

Take care,

Megan Lee (she/her)

Ms. Lee's Kindergarten Remote Class (April/May/June, 12:30-2:00)

Ms. Lee's Kindergarten Class (Wednesdays)

Kindergarten Teacher, Dunlap Elementary

(W) 206-252-7020

Alternate number: 253-642-6712

Mon.-Fri., 8:00AM-4:00PM

Seattle Tiered Fidelity Inventory Tier I

Introduction and Purpose:

This is a guiding document to support school teams in establishing safe, restorative, supportive and welcoming environments that represent and center the voice of students, families and communities, specifically the Black boys and youth we serve. In order to create equitable systems, schools must engage in ongoing trainings that build understanding of institutional racism and examine the impact of current practices on students furthest away from educational justice. It is critical for Tier I teams to identify and respond to cultural collisions as an opportunity to grow, engage, and foster a welcoming environment and dismantle dominant cultural norms. By intentionally partnering with all stakeholders in co-creating schoolwide expectations, the intended outcome is to foster positive relationships, center wellness, acknowledge the brilliance of students, and not to police, indoctrinate, or assimilate students to dominant cultural norms. If we do not collectively and professionally engage in this work, we are complicit for the harms resulting from systemic racism.



“Nothing about us without us.”

1.1 Team Composition: Tier I Teams partner with stakeholders and ensure voice and broad representation of all families and Colasurdo, Upshaw, Haizlip, Webster, Hagerty, Stubblefield, Warren & DeCano

communities, students of color, and specifically Black boys and youth. Stakeholders include a Tier 1 team systems facilitator, a school administrator, a family member, student representation/consultation, and individuals able to provide critical perspective and information. These include:

- (a) knowledge of cultural representation of the students and community and historical context
- (b) knowledge of behavior as a form of communication and a response to experiences known and unknown, school environment, and adult/staff behavior
- (c) coaching and technical assistance,
- (d) knowledge of student strengths and school-wide academic and behavior patterns,
- (e) knowledge about the operations of the school across grade levels and programs.

Practices/Strategies	Data Sources	Scoring Criteria
<ul style="list-style-type: none"> a) Family/student participation is valued, and roles are clearly outlined and defined. b) If team size is a concern, consider the use of subcommittee structure and have families represented on subcommittees. c) Families influence system components (e.g., School-wide expectations language, celebrations/acknowledgements, etc.). d) Families assist in reporting team meeting discussions and data to stakeholders. e) Family members, students, and community liaisons are compensated, including childcare and/or transportation (gift cards, volunteer hours for students, access to technology, etc.). 	<ul style="list-style-type: none"> • School organizational chart • Tier 1 team meeting minutes • Continuous School Improvement Plan • Budget for Tier 1 linked to CSIP 	<p>0 = Tier 1 team does not yet exist or does not include all identified members.</p> <p>1 = Tier 1 team exists with all identified members, but participation of these members is below 80%.</p> <p>2 = Tier 1 team exists with all identified members, and participation of all roles is at or above 80% (if there are 10 meetings throughout the year every member attends at least 8 of the 10 meetings).</p>

Notes: _____

“Share the power”

1.2 Team Operating Procedures: Team procedures include structures and practices that prompt the use of data for decision making and communication to enable all stakeholders to have a voice in the process and outcomes. Teams will use historical, quantitative, and qualitative data for analysis and examine the systems and policies for potential changes, rather than placing the responsibility for change on students and families. Having a defined set of procedures holds the team responsible for ensuring equitable implementation and assessing student data for equitable impact.

Tier 1 team meets **at least monthly*** (in-person or virtually) and has (a) regular meeting format/agenda during a time when all stakeholders (family, students, community members, elders) can participate, (b) meeting minutes, (c) defined meeting roles and norms that ensures equal power and voice among stakeholders in the process (including a Student/Family/Community Liaison), and (d) a current action plan.

*Teams should meet as often as needed to prioritize a safe and welcoming school environment for students and families furthest away from educational justice.

Practices/Strategies	Data Sources	Scoring Criteria
<ul style="list-style-type: none"> a) Teams focus on changing the system rather than the students and engage in explicit conversations around ethnicity/race and the impact of practices. b) Meeting norms are established and co-created with all representatives to ensure a shared power dynamic. c) Facilitator role includes (a) creating a safe space for all team members (b) ensuring that every voice is being heard and centering family and community voices and (c) using culturally inclusive decision-making protocols. d) Teams have ongoing, timely procedures for communicating with their school community (families, students, and community members) to solicit input, communicate questions, concerns, or needs to the Tier 1 Team. e) Teams ensure that meeting minutes, goals, data, and decisions are shared with and readily accessible to the school community. 	<ul style="list-style-type: none"> • Tier 1 team meeting agendas and minutes • Tier 1 meeting roles descriptions • Tier 1 action plan • Newsletters • Website links to Tier 1 meeting minutes, TFI, Action Plan 	<p>0 = Tier 1 team does not yet use a) a regular meeting format/agenda, b) record minutes, c) have defined meeting roles and norms that ensures equal power and voice among stakeholders, d) have a current action plan, and/or meets when family members are not able to attend.</p> <p>1= Tier 1 team has at least 2 but not all 4 features.</p> <p>2 = Tier 1 team has all four features including centering student and family voice.</p>

Notes: _____

“All Means All”

1.3 (Community/Shared/Agreements) School-Wide Expectations: School teams partner with stakeholders to identify 3-4 positively stated school-wide expectations that are informed by and reflective of the cultural values of the surrounding community. Within a culturally responsive framework, school-wide expectations focus on high standards for all staff and students. School-wide expectations are taught and learned, and representative of the students’ cultures. School-wide expectations include examples of social skills and practices by setting/location for both students and staff to promote positive relationships and foster predictable and safe learning environments (i.e., school teaching matrix).

Practices/Strategies	Data Sources	Scoring Criteria
<p>a) Teams provide staff, students, families and community with fall orientation and ongoing opportunities to examine and give input regarding school-wide expectations. This is to ensure that they reflect the values and norms of the community, particularly from communities of color and specifically Black boys and youth.</p> <p>b) Teams partner with stakeholders to examine expectations for implicit bias and institutional racism, to ensure that expectations are truly universal.</p> <p>c) Teams create an environment where feedback regarding implicit bias and institutional racism is welcome and part of the evaluation of safety and social climate of the school (i.e. expectation matrix names and empowers staff and students on how to provide feedback, especially students and staff of color.)</p>	<ul style="list-style-type: none"> • TFI Walkthrough Tool (team/ community member, district coach, etc.) • Staff/ Community handbook • SEL Standards • Surveys (if applicable) 	<p>0 = Expectations have not yet been identified, are not reflective of the school community, not all positive, or are more than four in number.</p> <p>1 = Four or fewer expectations exist that are reflective of the school community, positive, posted, and identified for specific settings/locations (i.e. matrix), identified for staff or students, but not both.</p>

<p>d) School staff model expectations explicitly working to interrupt implicit bias and historical harm. Staff refer to expectations regularly in daily interactions.</p> <p>d) School-wide expectations are posted with images that honor, value, and are representative of the community.</p> <p>d) School-wide expectations are consistent, observable, and measurable to reduce subjectivity and implicit bias, increasing a sense of safety and belonging.</p> <p>d) Staff and student expectation matrices name SEL competencies/standards and incorporate feedback from stakeholders.</p> <p>d) Routines are intended to create safety, structure, and predictability during school day transitions; however, this is not mutually exclusive to joy, laughter, healthy social interaction, and/or noise.</p> <p>d) Links to examples (visual cues: matrices, videos)</p>	<ul style="list-style-type: none"> • Matrices/ Posters • Other walk-through data (SEL, Supportive Supervision, etc.) 	<p>2 = Four or fewer expectations exist that are reflective of the school community, positive, posted, and identified in the school matrix by setting/location, identified for both staff and students, verified by interviews and walk-through data (i.e. majority of staff are able name and describe the staff and student school-wide expectations).</p>
---	--	--

Notes: _____

—

“If the students feel safe, then the entire school is safe.”

1.4 Teaching School-wide Expectations: School-wide expectations are not intended to police, indoctrinate, or assimilate students to dominant cultural norms. In addition, expectations are fluid, representative, and re-evaluated by the community at least annually. The purpose of teaching school-wide expectations is to include all stakeholders in establishing a welcoming and positive climate and culture for all students and the school community. The Tier 1 Team provides multiple opportunities to orient staff, students, and school community to the school-wide expectations. The Tier 1 Team uses the school-wide matrix, lesson plans, and school-wide events to teach school-wide expectations in different settings and locations. Teams have a procedure and schedule to teach the skills and promote practices that foster positive relationships.

Practices/Strategies	Data Sources	Scoring Criteria
----------------------	--------------	------------------

“Culture overrides practice.”

1.5 Feedback and Acknowledgement: Feedback and acknowledgement are grounded in developing positive and authentic day to day interactions that build relationships with students, families, and community, as well as contribute to the positive climate and culture of the school. Teams develop and use acknowledgment systems that are co-created with stakeholders and are meaningful and authentic. Recognition systems reflect the voice and values of the community. They should honor individual and community brilliance, effort, strengths, gifts, talents, growth, resilience, and contributions to community wellness. Seeing and acknowledging the brilliance of students contributes to community and culture and supports the development of students’ identities as scholars.

Practices/Strategies	Data Sources	Scoring Criteria
<p>a) An acknowledgment and feedback system can be a vehicle to foster positive relationships and school climate across all community stakeholders (human to human, upholding humanity). Staff are responsible to provide consistent positive interactions (greetings at the door, thresholding, smiling, nodding, thumb’s up, fist bumps, etc.)</p> <p>b) 5:1 – The 5 to 1 ratio, also known as the “magic ratio” is a practice in which educators increase the number of positive interactions with students as compared to corrective interactions. – insert link</p> <p>c) Teams actively communicate and seek feedback from students, families, and the community about preferences for acknowledgement and perceptions of the current systems at least annually. (examples/non-examples, scenario examples illustrating cultural collisions)</p> <p>d) Teams partner with community members in the development of the acknowledgement system to foster positive relationships and extend shared community values in the use of reinforcements in community settings (i.e. local businesses, restaurants posting the school-wide expectations, punch cards, gift cards, etc.).</p> <p>e) Teams use fidelity data to assess the benefit, impact and equity of the acknowledgment system for individuals and groups (e.g. racial/ethnic, gender, ability, etc.) with valid tools (e.g., TFI Walkthrough Tool, Stakeholder Input and Satisfaction Survey) multiple times throughout the school year.</p> <p>f) Teams use outcome data. If there are students who have received multiple referrals, teams audit the frequency of use of acknowledgement and feedback in the re-teaching process. Teams ensure Tier I practices, specifically 5:1 and school-wide acknowledgment, are being implemented across classrooms and common area settings.</p> <p>g) Teams are utilizing recommended practices/strategies from African American Male Achievement Initiative, Department of Racial Equity Advancement, and/or other community partners.</p>	<ul style="list-style-type: none"> • *TFI Walkthrough Tool (used by at least 90% of staff, received by at least 50% of students) • Staff/Community Handbook • Climate survey • *School walk-through data (e.g. 5:1 in classroom and common areas) • Focus Groups with Black boys and youth (data on adult behavior, common area, and classroom data collection) 	<p>0 = Formal system for acknowledging students is not yet in place and/or data indicates that specific groups, especially Black boys and youth, are underrepresented in acknowledgement criteria and/or overrepresented in office referrals/discipline/missed instruction log data.</p> <p>1 = Formal system for acknowledging students is in place, data indicates that specific groups, especially Black boys and youth, are underrepresented in acknowledgement criteria and/or overrepresented in office referrals/discipline/missed instruction log data.</p> <p>2 = Formal system for acknowledging student behavior is used by at least 90% of staff, received by at least 50% of students, and there are culturally responsive practices that are documented. Additionally, Black boys and youth are equitably represented in acknowledgement criteria.</p>

To love all children, we must struggle together to create schools we are taught to believe are impossible. Schools built on justice, love, joy and anti-racism." Dr. Bettina Love

1.6 Classroom Procedures: Classroom culture is founded on relationships and valuing the strengths and interests of each student. Educators and students contextualize the school-wide expectations by co-creating classroom routines and procedures through sharing power and mutual responsibility. Educators ensure that all students in the class can see their home lives, histories, cultures and home languages incorporated into the classroom environment, curricula, and instructional practices on a consistent basis. Tier 1 features (school-wide expectations, routines, acknowledgements, in-class continuum of responses/strategies) are implemented within classrooms and consistent with school-wide systems.

Practices/Strategies	Data Sources	Scoring Criteria
<p>a) Students see themselves and their experiences in classroom imaging (as contributed by students and families) and materials (e.g., culturally-specific libraries).</p> <p>b) Educators create the space for students to share elements of their home life, culture, and family history in class.</p> <p>c) Educators engage in frequent positive communication with families, prioritizing listening. Examples can include a beginning of the year phone call home (advisory for secondary), sending home positive student</p> <p>d) acknowledgments, community circles, student led conferences, townhalls, and community-based location visit (neutral space such as library or coffee shop). Educators proactively inquire best modes of communication for individual families.</p> <p>e) Educators will share with family updates regarding classroom progress. Examples can include weekly classroom bulletin, phone calls, conferences, and emails.</p>	<ul style="list-style-type: none"> • Staff/Community Handbook • Classroom routines and procedures • posted • Informal walk-throughs/look-fors (what do we see displayed on classroom walls and on bookshelves?) • Data based decision making and progress monitoring resulting in higher levels of engagement (reviewing/analyzing data such as MIL, attendance, frequency of positive contact with families) • Signage in representative languages 	<p>0 = Educators have not yet co-created routines and procedures with students and/or are not yet implementing Tier 1 consistently</p> <p>1= Classroom routines and procedures are co-created in partnership with students and educators are implementing Tier 1 consistently</p> <p>2 = Classroom routines and procedures are co-created in partnership with students and families to establish a positive and inclusive classroom climate, and Tier 1 practices are implemented in accordance.</p>

Notes: _____

Notes: _____

“All behavior is communication”

1.7 Behavior Definitions: School staff take responsibility for teaching skills and behaviors that support learning, while honoring and valuing student and community identity and culture. Before a determination is made that a behavior is interfering with learning in the school setting and new skills need to be taught, school staff commit to reviewing behaviors/data that check for structural racism, implicit bias, and assimilating practices. Behavior determinations must be grounded in purpose and reflective of community values, including the wellbeing of the individual, classroom, and school community (e.g., to keep students safe). Differences between school and home/community definitions of behaviors are discussed and mitigated with families and community so that school expectations and response to behaviors truly reflect the communities they serve. School has clear definitions for behaviors that support/interfere with academic and social success, a clear plan to teach expectations, and a clear policy/procedure (e.g., flowchart) for addressing office-supported versus classroom-supported behavior.

Practices/Strategies	Data Sources	Scoring Criteria
<p>a) Teams actively seek input from stakeholders regarding behavior labels/categories and definitions. For example, definitions of and responses to subjective behaviors such as defiance and disrespect have disproportionately and negatively impacted Black boys and youth and students of color. (add article and historical SPS district data)</p> <p>b) Teams provide information and seek feedback in multiple languages and modes of delivery (e.g., written, audio, visual) regarding behavior categories and responses to behavior that build and improve partnership with students and families.</p> <p>c) Policies/procedures are revisited at least once annually, and staff are given the opportunity to practice responding to classroom supported behaviors at least twice</p>	<p>Staff/Community Handbook</p> <ul style="list-style-type: none"> • School policy • SEL, and Abolitionist Teaching Lesson Plans and Calendar for teaching • Instructional engagement form (MIL) • Response to behavior flowchart 	<p>0 = No clear behavior definitions exist, and procedures to support behavior are not clearly documented and/or reactive.</p> <p>1 = Definitions and procedures for students social and academic success are clearly defined, documented and taught to students. Staff are oriented to policies; however, they are not provided opportunities to practice responses to student behavior that promote connection and relationship. Stakeholders may or may not be provided the opportunity to inform and provide feedback regarding behavior policies and procedures.</p> <p>2 = Definitions and procedures for students social and academic success are clearly defined, documented and taught to students. Staff are oriented to policies at least one time per year and are provided opportunities to build fluency with practices that build relationships, increase student engagement, and promote anti-racist</p>

<p>per year and/or as data indicates a need.</p> <p>d) Hyperlinks/examples to effective practices/opportunities to respond</p>		<p>practices two or more times per year. Stakeholders are provided the opportunity to inform and provide feedback regarding behavior policies and procedures.</p>
--	--	---

Notes: _____

Never forget that justice is what love looks like in public.” Dr. Cornell West

1.8 Restorative Practices: School policies and procedures describe and emphasize proactive, instructive, and restorative approaches to support student success, that are implemented consistently. Teams employ and support an instructional approach to discipline that emphasizes teaching pro-social skills (eliminating punitive exclusionary discipline and zero tolerance policies). Teams examine policies and disciplinary practices for disproportionate impact on Black boys and youth and students of color and to dismantle hierarchical power versus purpose practices (i.e., policies and practices that reflect the preferences of staff versus those with a clear purpose linked to educational outcomes).

Practices/Strategies	Data Sources	Scoring Criteria
<p>Note: We recognize that discipline policy is written at the district level, while disciplinary practices and procedures are implemented at the school level; the responsibility for interrupting systemic racism is both an individual and institutional moral obligation.</p> <p>The following are some strategies to interrupt systemic racism in disciplinary practices:</p> <ul style="list-style-type: none"> a) Provide ongoing professional development on antiracism and implicit bias b) Analyze discipline trends for disproportionate impact on Black boys and youth. c) Review discipline behavior categories for implicit bias and subjectivity d) Solicit feedback from students, families and community on discipline policies/procedures re: alignment with community values, expectations, and wellbeing (i.e. restorative practices – practices and programs that preserve/restore the well-being of the classroom) (include link) e) Examine staff cultural norms for bias, oppression, and dehumanizing practices 	<ul style="list-style-type: none"> • Discipline related policies • Staff/Community Handbook • Code of Conduct • Formal/Informal Stakeholder interviews/surveys • Website • SEL Curriculum 	<p>0 = Documentation contains only reactive and punitive consequences</p> <p>1 = Documentation includes and emphasizes proactive approaches</p> <p>2 = Documentation includes and emphasizes proactive, instructive, and restorative approaches to discipline and Tier 1 and administrator reports consistent use.</p>

<p>f) Teams and staff review existing discipline policies to ensure that inclusionary practices are implemented. Exclusionary practices are used for immediate safety purposes only, and always with an instructional component and social support. *Assessing safety is highly subjective based on adult bias. Discipline processes should include an explicit check for adult bias and considerations for developmental appropriateness. (Link to examples of flowcharts and behavior definitions.)</p> <p>f) Staff are trained to remain calm, to utilize de-escalation techniques, demonstrate integrity and when disciplinary incidents occur, staff will respectfully support students working to maintain each students' worth and dignity.</p>		<p>Tier 1 team reviews discipline data to ensure equitable disciplinary outcomes for all students, especially Black boys and youth.</p>
--	--	---

Notes: _____

“I don’t listen to what you say because I see what you do.” James Baldwin

1.9 Professional Development: The goal of professional development is to improve the educational experience and outcomes for all students, especially students of color and specifically Black boys and youth. In order to create equitable systems, schools participate in ongoing trainings that build understanding of institutional racism and examine the impact of current practices on students furthest away from educational justice. If we do not personally and professionally engage in this work, we are personally complicit for the harms resulting from systemic racism. Tier 1 teams will orient all staff on 6 core Tier 1 effective practices: (a) define, teach, and acknowledge school-wide expectations (b) provide positive feedback and behavior specific praise at 5:1 ratio (or higher) (c) continuum of responses/strategies to increase student engagement (d) opportunities to respond (e) relationship-based interactive support (f) requesting tiered support and/or coaching. *Each of these practices are susceptible to implicit bias and if implemented without reflection could perpetuate harm.

Practices/Strategies	Data Sources	Scoring Criteria
----------------------	--------------	------------------

<p>a) Teams are committed to a reflective and ongoing cycle of learning, evaluating, and improving and are committed to dismantling racist practices.</p> <p>b) Teams reduce silos and increase collaboration (i.e. schools actively collaborate across teams and all stakeholders are active participants).</p> <p>c) Professional development opportunities are identified based on system and student/staff/community data.</p> <p>d) Teams partner with local community supports and families to provide professional development that orients staff to the community cultures, values, and historical perspectives.</p> <p>e) Teams have procedures to provide staff with explicit training and practice in specific skills for enhancing shared power structures within the school and classroom community and examining implicit bias and racism.</p> <p>f) Teams access school, community, and district resources to provide staff with explicit training and practice in Educator Self-Care, Verbal De-escalation, Adverse Children Experiences (ACEs), Educator Wellness, Strengths Based Approaches, and all Classroom Practices.</p>	<ul style="list-style-type: none"> • Professional development calendar aligned to the SPS Strategic Plan and CSIP • Tier I is documented in Staff/Community Handbook • Staff Perception of Behavior and Discipline Survey • Request for Tiered Support/Coaching Form • Climate Survey Data • SEL lessons/curriculum • Restorative Practices Measures • Staff retention 	<p>0 = No plan/process to develop/orient staff is in use yet.</p> <p>1 = Plan/process is written; however, all components are not yet in use.</p> <p>2 = Formal plan/process is written and all components (all staff trainings that build understanding of institutional racism and examine the impact of current practices and 6 core Tier 1 Effective practices) are in use.</p>
--	--	---

Notes: _____

Spirit Building Not Spirit Breaking

1.10 Student/Family/Community Involvement: Student, family, and community partnerships are vital to cultivating safe, welcoming and anti-racist culture and improving the experiences and outcomes for Black boys and youth. These partnerships center student, family, and community voice to ensure the systems that have been co-created in items 1.1-1.9 are having their intended outcome. This will be achieved by understanding historical harm and current experiences to inform the improvement of school systems for students and families furthest from educational justice. It is the responsibility of school staff to develop authentic and collaborative relationships with the community and to establish systems that center their feedback.

Stakeholders (students, families and community members) provide input on all Tier I systems 1.1-1.9 (e.g. school-wide expectations, feedback/acknowledgement, restorative practices) at least every 12 months and/or as data indicates a need.

Practices/Strategies	Data Sources	Scoring Criteria
<p>a) School staff and teams explore the tension and nuances of the cultural tenets between individualism and collectivism. School staff and teams seek representation of students and families furthest from educational justice, understanding that many voices are needed to represent any group. (reference <i>Culturally Responsive teaching and the Brain</i>, chapter 2)</p> <p>b) School staff and Team’s outreach to community includes listening to and learning from communities furthest from educational justice and enacting practices that align with their feedback/input on Tier I systems (Community Circles, Surveys, Focus Groups, Community based meetings, etc.) This should include incentives for participation (e.g. drawings, gift cards, parking spots, swag, etc.)</p> <p>c) School staff and Teams share all information with stakeholders and ensure a system of feedback in multiple languages and modes of delivery (e.g. written, audio, and visual) for transparency of process.</p> <p>d) School staff and stakeholders partner and share volunteer opportunities in the community and in the school (e.g. cultural community based celebrations, school/classroom celebrations, mentoring opportunities, etc.)</p> <p>e) When possible, schools will dedicate a space (classroom, office, part of the library/common area, resource center, etc.) that is warm, welcoming, and safe for families and community. This will provide a space for families to share feedback and access resources and support.</p> <p>f) School staff provide opportunities for anonymous and/or confidential feedback with opportunity for follow-up from school staff.</p>	<ul style="list-style-type: none"> • Formal/Informal Stakeholder interviews/ surveys (climate survey, Instagram/Snapchat surveys, backpack mail, etc.) • Voting results from community/ family events (e.g. school-wide agreements, acknowledgements, etc.) • Team meeting minutes • School newsletters/ website • Sign-in sheet data from front office and/or community space 	<p>0 = Tier I Systems 1.1-1.9 are not co-created with all stakeholders. There is no documentation indicating stakeholder feedback to inform Tier 1 foundations.</p> <p>1 = There is documentation of input on Tier 1 foundations, but not within the past 12 months or input is not from all stakeholders.</p> <p>2 = Documentation exists that students, families and community members have provided feedback on Tier 1 practices within the past 12 months and there are culturally responsive practices that are documented.</p>

Notes: _____

—

Relational *Not* Transactional

1.11 Faculty Implementation: Center relationships and connection with students. The practices outlined below are intended to be relationship-based interactions. School staff are actively implementing Tier 1 practices, demonstrate commitment to and pride

in the system. School staff accept responsibility for sustaining practices that are outlined above and co-created with all stakeholders. Tier I Team collects staff behavior data on universal foundations, such as: defining, teaching, and acknowledging school-wide expectations, providing positive feedback and behavior specific praise at a 5:1 ratio (or higher), engaging in a continuum of responses/strategies to increase student engagement, providing opportunities to respond, and relationship-based interactive support (Move, Use Names, Scan, Acknowledge, Correct – discreetly.) Tier I Team collects the school-wide data 3 times per year and shares this data with all staff and stakeholders.

Practices/Strategies	Data Sources	Scoring Criteria
<p>a) Teams examine data for common reasons (Vulnerable Decision Points) for adult behavior and enact plans to address those reasons. “What is predictable is preventable.”</p> <p>b) Tier I team reviews disaggregated universal data monthly and shares data with stakeholders at least quarterly. This includes formal and informal data. Teams identify disproportionality in Missed Instruction Log (MIL) entries, suspensions, achievement and special education placement data at least quarterly.</p> <p>c) Teams define trends in disaggregated data to identify specific situations when disproportionality is more likely to be evident (e.g. behaviors, locations, time of day, etc.) to eliminate harm and foster engagement.</p> <p>d) Teams use demographic data to partner with their communities to ensure that practices are culturally responsive, immediately address and eliminate harmful practices and which are mindful of implicit bias.</p> <p>e) School teams examine academic and behavioral patterns to make strategic school-wide changes to both the environment and adult practices (not at the individual student level).</p> <p>f) School teams develop and examine restorative data tracking tools (Accountability Contracts, Written Agreements, etc.).</p>	<ul style="list-style-type: none"> • School/District policy • Team meeting minutes • Student outcome data • Access to universal data (restorative practices, achievement, climate survey, attendance, classroom practices self-assessment, Missed Instruction Log, Core Tier I practices, etc.) • Tracking forms for partnering with community groups (sign-in forms) • Formal/informal stakeholder interviews/surveys (climate survey, Instagram/Snapchat surveys, backpack mail, etc.) 	<p>0 = Universal Data is not collected and/or there is no evidence that data is being shared.</p> <p>1 = Universal Data is collected and some evidence that data is shared with staff and stakeholders.</p> <p>2 = Universal Data is collected and used with a precision statement and action plan for continuous improvement of practice and systems at least monthly. Data is shared with staff and stakeholders at least quarterly.</p>

Notes: _____

“The absence of misery does not mean the presence of joy.” Dr. Shawn Ginwright

1.12 Universal Data: Universal data* will be accessed to promote student joy, love, and community. In this data we will center student wellness. Using a restorative framework allows team to look at data collection on an individual/systems accountability level and it allows teams to track and repair harm that was done. We will do this through a restorative framework. Using Tier I data and trends of the entire school system to shape adult behavior and practices. Teams will regularly disaggregate universal data as an effective and objective way to assess and monitor equity in student outcomes.

****Universal data includes data related to restorative practices, achievement, climate survey, attendance, classroom practices self-assessment, Missed Instruction Log, Core Tier I practices, etc.***

Practices/Strategies	Data Sources	Scoring Criteria
<p>a) Teams focus on changing the system rather than the students and engage in explicit conversations around ethnicity/race and the impact of practices.</p> <p>b) Meeting norms are established and co-created with all representatives to ensure a shared power dynamic.</p> <p>c) Facilitator role includes (a) creating a safe space for all team members (b) ensuring that every voice is being heard and centering family and community voices and (c) using culturally inclusive decision-making protocols.</p> <p>d) Teams have ongoing, timely procedures for communicating with their school community (families, students, and community members) to solicit input, communicate questions, concerns, or needs to the Tier 1Team.</p> <p>e) Teams ensure that meeting minutes, goals, data, and decisions are shared with and readily accessible to the school community.</p>	<ul style="list-style-type: none"> • Tier 1 team meeting agendas and minutes • Tier 1 meeting roles descriptions • Tier 1 action plan • Newsletters • Website links to Tier 1 meeting minutes, TFI, Action Plan 	<p>0 = Tier 1 team does not yet use a) a regular meeting format/agenda, b) record minutes, c) have defined meeting roles and norms that ensures equal power and voice among stakeholders, d) have a current action plan, and/or meets when family members are not able to attend.</p> <p>1= Tier 1 team has at least 2 but not all 4 features.</p> <p>2 = Tier 1 team has all four features including centering student and family voice.</p>

Notes: _____

“If you close your eyes to facts, you will learn through accidents.” African Proverb

1.13 Data-based Decision Making: The purpose of data is to define, inform, verify, check fidelity, summarize and share to address/dismantle structural and institutional racism. The essence of this process is to increase student joy, promote positive relationships, and improve outcomes for students, leading to a safe and welcoming environment.

Data will be used to co-create precise well-defined problem(s) and barriers to community wellness. Teams will identify problem(s) in the school community (precision statement: add link) and action plan to identify adult and/or student skills/practices and environmental changes that will promote and/or restore community wellness.

Tier I Teams engage in monthly data-based decision making, with a specific focus on anti-racism and equity. Data that is collected and used must reflect priorities identified by community stakeholders, as well as district personnel. Teams and school staff take responsibility for the outcomes for each student. Racist and inequitable outcomes are examined from a systems perspective.

Practices/Strategies	Data Sources	Scoring Criteria
<p>a) Teams have procedures to ensure that data is shared frequently with stakeholders for input and feedback. Teams have a regular communication cycle in order to record and respond to stakeholder feedback.</p> <p>b) Teams examine the data for patterns that would indicate a need for systemic change.</p> <p>c) When concerning patterns are noted, teams develop action plans with short-term (immediate) response and long-term (information gathering/professional development) solutions.</p> <p>d) Precision statement (link)</p> <p>e) Action Plan (Link)</p>	<ul style="list-style-type: none"> • Data decision rules (link) • School-wide precision statements (link) • Staff professional development calendar • Staff/Community Handbook • Team meeting minutes • Action Plan 	<p>0 = No process/protocol exists, or data is reviewed but not used.</p> <p>1 = Team uses universal data to create precision statements that identify adult and/or student skill/practices and environmental changes that reduce patterns of racism and inequity and identifies patterns promoting student and community wellness. Teams have a regular communication cycle to record and respond to stakeholder feedback. Teams engage in this process less than monthly.</p> <p>2 = Team uses universal data to create precision statements that identify adult and/or student skill/practices and environmental changes that reduce patterns of racism and inequity and identifies patterns promoting student and community wellness. Teams have a regular communication cycle to record and respond to stakeholder feedback. Teams engage in this process monthly.</p>

f) Equity-based problem solving (Link)		
--	--	--

Notes: _____

“Fidelity is the sister of justice.” Horace

1.14 Fidelity Data: Teams, staff and stakeholders are committed to an anti-racist and equitable Tier I system implementation. Fidelity data safeguards that we consistently implement systems and practices as they are intended and outlined above in items 1.1-1.13. Tier I team completes the TFI annually to insure fidelity and continuous improvement.

Practices/Strategies	Data Sources	Scoring Criteria
<p>a) Teams and coaches identify and use data when completing walk-throughs that check for fidelity of practices and evidence of universal systems. Walk-through interviews ensure equitable and targeted and representation of all school and community stakeholders.</p> <p>b) Teams have procedures to collect and use feedback from students, families and community members regarding perceptions of fidelity of implementation for continuous improvement.</p> <p>c) Teams collect feedback in multiple languages and modes of delivery (e.g. written, audio, visual, etc.)</p>	<ul style="list-style-type: none"> • TFI Summary Report • TFI Action Plan • CSIP (Safe and Welcoming Environment) • School policy • Staff/Community Handbook • School newsletters • School website • School-wide expectations and poster in multiple languages 	<p>0 = No Tier I School-wide Tier I fidelity data collected.</p> <p>1 = Tiered Fidelity Inventory data is collected and has evidence of anti-racist and equitable Tier I systems; however, it is not completed annually.</p> <p>2 = Tiered Fidelity Inventory data is collected and has evidence of anti-racist and equitable Tier I systems to ensure fidelity and continuous improvement. The TFI is completed annually.</p>

Notes: _____

<p>a) Year-end culminating event that showcases and celebrates students, classrooms, staff, families, and community. Tier I team members will share annual evaluation outcomes and summary. The purpose of this event is to celebrate successes, share information, gather feedback, answer questions, prompt deeper conversations, and gather recommendations for further growth and development.</p> <p>b) Annual evaluation results are available in multiple languages and modes of delivery (e.g. written, audio, and visual).</p> <p>c) Tier I Team shares disaggregated data (examples of disaggregated data are race, ethnicity, grade level, gender, etc.) patterns to reveal whether systems were effective and equitable, specifically assuring an equitable experience for Black boys and youth.</p> <p>d) The perspectives of community stakeholder groups are represented in annual evaluation and provides guidance in the school improvement process.</p>	<ul style="list-style-type: none"> • Summary of school-wide outcome data reflecting multiple perspectives (attendance, restorative practices summary, Missed Instruction Log, student/staff community climate surveys, referral and achievement data, etc.) • Summary of classroom culture/climate data reflecting student, family, and staff perspectives (number of classroom community circles, in-class surveys soliciting feedback related to safe and welcoming environment, student identity, safety, voice and well-being) • TFI Summary Report • TFI Action Plan • CSIP (Safe and Welcoming Environment) • Changes in school policy • School newsletters • School website • District reports 	<p>0 = No evaluation takes place, or evaluation occurs without data.</p> <p>1 = Annual evaluation reflecting multiple perspectives is shared with all stakeholders to celebrate successes and target areas for further growth regarding anti-racist Tier I practices and continuous improvement.</p> <p>2 = Annual evaluation reflecting multiple perspectives is shared with all stakeholders, combined with quarterly progress monitoring efforts to celebrate successes and target areas for further growth regarding anti-racist Tier I practices and continuous improvement.</p>
---	--	---

Notes: _____

–

–

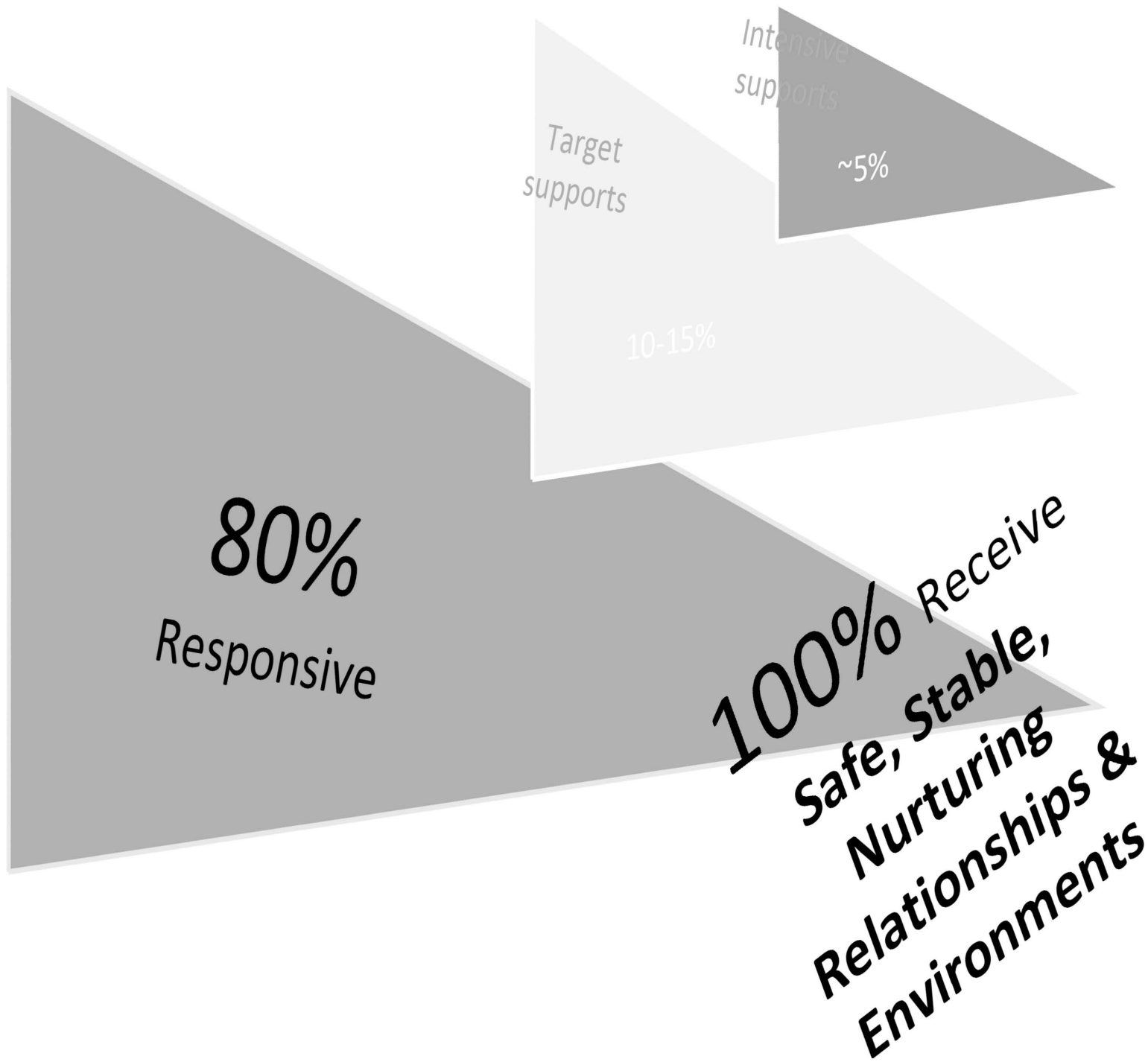
1.11 faculty or school staff? We use school staff in entire document

Change Team(s) to Tier I Team?



Safe and Welcoming Environment: Tier I Systems

Coordinated School Health



Seattle Tiered Fidelity Inventory Tier I

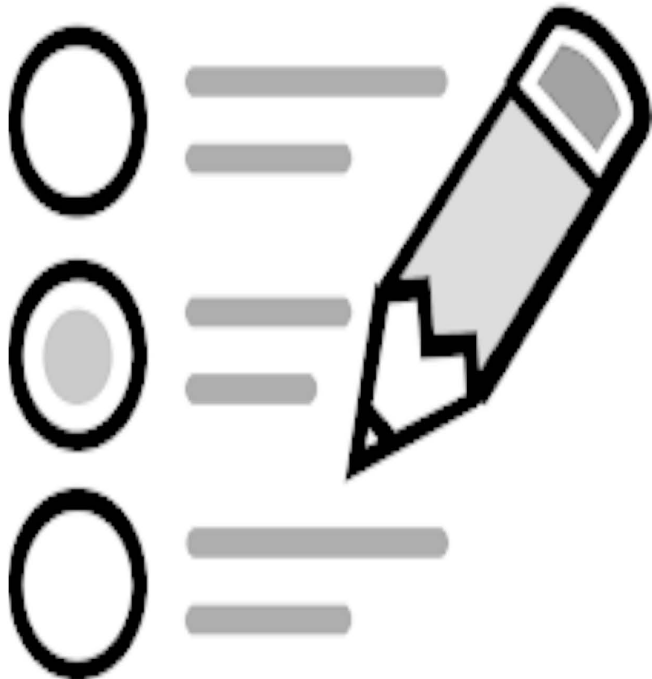


Introduction and Purpose:

This is a guiding document to support school teams in establishing safe, restorative, supportive and welcoming environments that represent and center the voice of students, families and communities, specifically the Black boys and youth we serve. In order to create equitable systems, schools must engage in ongoing trainings that build understanding of institutional racism and examine the impact of current practices on students furthest away from educational justice. It is critical for Tier I teams to identify and respond to cultural collisions as an opportunity to grow, engage, and foster a welcoming environment and dismantle dominant cultural norms. By intentionally partnering with all stakeholders in co-creating schoolwide expectations, the intended outcome is to foster positive relationships, center wellness, acknowledge the brilliance of students, and not to police, indoctrinate, or assimilate students to dominant cultural norms. If we do not collectively and professionally engage in this work, we are complicit for the harms resulting from systemic racism.

Brief History

Tiered Fidelity Inventory



Culturally Responsive Field Guide



Seattle Public Schools: Foundational Belief #5



Racism in our society exerts a downward force on the experiences and achievement of students of color that must be met with active countermeasures: in order that race is not a predictor of success and to reach our goal of racial equity, we need to become culturally responsive and actively anti-racist practitioners.

This means we engage in our own racial identity work, explore and interrupt our own implicit biases, build our understanding of how culture operates in our classrooms, and build anti-racist practices.

Our commitment to these beliefs is the route to institutionalizing racial equity and fostering a context where each child receives what they need to develop their full academic and social potential, and we make educational equity and justice the cornerstone of our system.

Targeted Universalism

“**Targeted Universalism** holds that targeted and differentiated efforts are required to meet the needs of specific student populations, so every student meets the universal goal. By focusing on students of color who are furthest from educational justice, especially African American males, we will make the greatest progress toward our collective.”



"What's the problem with being 'not racist'? It is a claim that signifies neutrality: 'I am not a racist, but neither am I aggressively against racism.' But there is no neutrality in the racism struggle. The opposite of 'racist' isn't 'not racist.' It is anti-racist."

- Ibram X. Kendi

Seattle Tiered Fidelity Inventory: 3 Sections



Teams



Implementation



Evaluation

Seattle Tiered Fidelity Inventory: Feature Components



Feature Description



Practices/Strategies



Data Sources



Scoring Criteria (0-2)

Teams

1.1 Team Composition

“Nothing About Us Without Us”

1.2 Team Operating Procedures

“Share the Power.”



Implementation

1.3 School-Wide Expectations

“All Means All”

1.4 Teaching School-Wide Expectations

“If the students feel safe, then the entire school is safe.”

1.5 Feedback and Acknowledgement

“Culture overrides practice.”

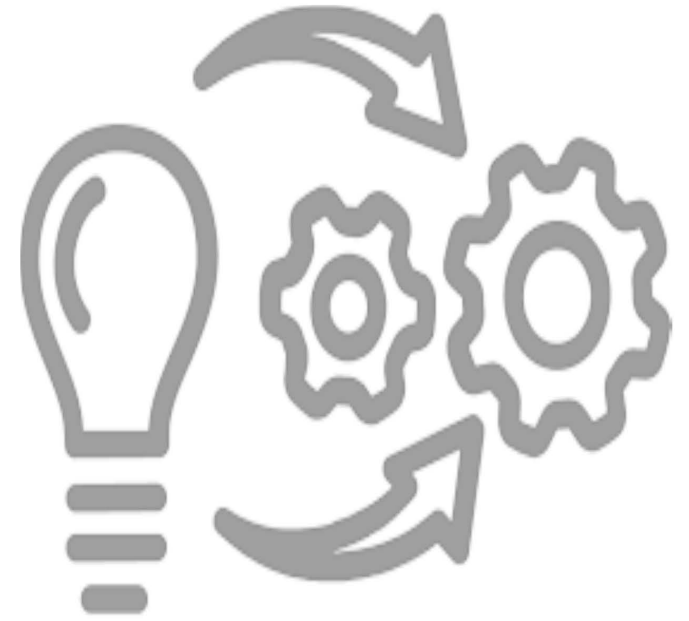
1.6 Classroom Procedures

“To love all children, we must struggle together to create schools we are taught to believe are impossible. Schools built on justice, love, joy, and anti-racism.”

Dr. Bettina Love



Implementation Continued...



1.7 Behavior Definitions

“All behavior is communication”

1.8 Restorative Practices

“Never forget that justice is what love looks like in public.” Dr. Cornell West

1.9 Professional Development

“I don’t listen to what you say, because I see what you do.” James Baldwin

1.10 Student/Family/Community Involvement

“Spirit Building Not Spirit Breaking”

1.11 Faculty Implementation

“Relational Not Transactional”

Evaluation



1.12 Universal Data

“The absence of misery does not mean the presence of joy.” Dr. Shawn Ginwright

1.13 Data-based Decision Making

“If you close your eyes to facts, you will learn through accidents.” African Proverb

1.14 Fidelity Data

“Fidelity is the sister of justice.” Horace

1.15 Annual Evaluation

“All students will feel seen, heard, felt, and validated.” M. Stubblefield

“Nothing about us without us.”

1.1

Team Composition: Tier I Teams partner with stakeholders and ensure voice and broad representation of all families and communities, students of color, and specifically Black boys and youth. Stakeholders include a Tier 1 team systems facilitator, a school administrator, a family member, student representation/consultation, and individuals able to provide critical perspective and information. These include:

- (a) knowledge of cultural representation of the students and community and historical context
- (b) knowledge of behavior as a form of communication and a response to experiences known and unknown, school environment, and adult/staff behavior
- (c) coaching and technical assistance,
- (d) knowledge of student strengths and school-wide academic and behavior patterns,
- (e) knowledge about the operations of the school across grade levels and programs.

Practices/Strategies

- a) Family/student participation is valued, and roles are clearly outlined and defined.
- b) If team size is a concern, consider the use of subcommittee structure and have families represented on subcommittees.
- c) Families influence system components (e.g., School-wide expectations language, celebrations/acknowledgements, etc.).
- d) Families assist in reporting team meeting discussions and data to stakeholders.
- e) Family members, students, and community liaisons are compensated, including childcare and/or transportation (gift cards, volunteer hours for students, access to technology, etc.).

Data Sources

- School organizational chart
- Tier 1 team meeting minutes
- Continuous School Improvement Plan
- Budget for Tier 1 linked to CSIP


Scoring Criteria

0 = Tier 1 team does not yet exist or does not include all identified members.

1 = Tier 1 team exists with all identified members, but participation of these members is below 80%.

2 = Tier 1 team exists with all identified members, and participation of all roles is at or above 80% (if there are 10 meetings throughout the year every member attends at least 8 of the 10 meetings).

Questions to consider...

- 
- What are barriers we can anticipate as school teams grapple with including stakeholder engagement?
 - What questions/coaching strategies could help teams in their process to engage stakeholder voice/representation?

Example: “What are our fundamental beliefs about authentic community engagement and how does that show up?”

“Share the power”

1.2

Team Operating Procedures: Team procedures include structures and practices that prompt the use of data for decision making and communication to enable all stakeholders to have a voice in the process and outcomes. Teams will use historical, quantitative, and qualitative data for analysis and examine the systems and policies for potential changes, rather than placing the responsibility for change on students and families. Having a defined set of procedures holds the team responsible for ensuring equitable implementation and assessing student data for equitable impact.

Tier 1 team meets at least monthly* (in-person or virtually) and has (a) regular meeting format/agenda during a time when all stakeholders (family, students, community members, elders) can participate, (b) meeting minutes, (c) defined meeting roles and norms that ensures equal power and voice among stakeholders in the process (including a Student/Family/Community Liaison), and (d) a current action plan.

***Teams should meet as often as needed to prioritize a safe and welcoming school environment for students and families furthest away from educational justice.**

Practices/Strategies

- a) Teams focus on changing the system rather than the students and engage in explicit conversations around ethnicity/race and the impact of practices.
- b) Meeting norms are established and co-created with all representatives to ensure a shared power dynamic.
- c) Facilitator role includes (a) creating a safe space for all team members (b) ensuring that every voice is being heard and centering family and community voices and (c) using culturally inclusive decision-making protocols.
- d) Teams have ongoing, timely procedures for communicating with their school community (families, students, and community members) to solicit input, communicate questions, concerns, or needs to the Tier 1 Team.
- e) Teams ensure that meeting minutes, goals, data, and decisions are shared with and readily accessible to the school community.

Data Sources

- Tier 1 team meeting agendas and minutes
- Tier 1 meeting roles descriptions
- Tier 1 action plan
- Newsletters
- Website links to Tier 1 meeting minutes, TFI, Action Plan

Scoring Criteria

0 = Tier 1 team does not yet use a) a regular meeting format/agenda, b) record minutes, c) have defined meeting roles and norms that ensures equal power and voice among stakeholders, d) have a current action plan, and/or meets when family members are not able to attend.

1= Tier 1 team has at least 2 but not all 4 features.

2 = Tier 1 team has all four features including centering student and family voice.



Questions to consider...

- What are barriers we can anticipate as school teams grapple with centering stakeholder voice?
- What questions/coaching strategies could help teams in their process to center stakeholder voice?

Example: “Whose voice is currently at the table and whose voice has historically been absent?”

Readiness

- Whole staff needs to know what this is
- 80% of staff need to support implementation
- Staff team members are identified, and it is representative
- Team commits to meeting monthly
- Identified as a building priority



Concord Elementary



Areas of strength?



Areas of growth?



Thank
you

“Nothing about us without us.”

1.1

Team Composition: Tier I Teams partner with stakeholders and ensure voice and broad representation of all families and communities, students of color, and specifically Black boys and youth. Stakeholders include a Tier 1 team systems facilitator, a school administrator, a family member, student representation/consultation, and individuals able to provide critical perspective and information. These include:

- (a) knowledge of cultural representation of the students and community and historical context
- (b) knowledge of behavior as a form of communication and a response to experiences known and unknown, school environment, and adult/staff behavior
- (c) coaching and technical assistance,
- (d) knowledge of student strengths and school-wide academic and behavior patterns,
- (e) knowledge about the operations of the school across grade levels and programs.



From: Diny Dolphin <dunlappbis@gmail.com>
Sent: Thur 10/29/2020 9:42:58 PM
Subject: DRAFT - PBIS PD Follow-Up
To: Megan C <mcleee@seattleschools.org>, Annabel L <algarciaandres@seattleschools.org>, Abdurahman B <abahmed1@seattleschools.org>, Christopher <cdglenn@seattleschools.org>, Patricia L <plhagerty@seattleschools.org>, Margarita D <mdhalverson@seattleschools.org>, Kiana A <kaharris@seattleschools.org>, Karma M <kmsawka@seattleschools.org>, Christine R <crmattfeld@seattleschools.org>, Joyce <jkmurakami@seattleschools.org>, William J <wjphillips@seattleschools.org>, Trisha B <tbpilapil@seattleschools.org>, Tonie <tmtalbert@seattleschools.org>, Zachary R <zrgore@seattleschools.org>
[PBIS at Dunlap PD.pdf](#)

Hi team, here's a draft of a follow-up email for the staff that has relevant links and the .pdf of the PowerPoint from yesterday. Reply all with what should be added/changed. Thanks!

Hello!

Thank you for attending and engaging with our PBIS PD on Wednesday. Here are links and reminders from the PD:

DOLPHIN TOKENS!



Dolphin Tokens PowerPoint:

[Track your Dolphin Tokens here!](#)

When your class reaches their goal, please copy (ctrl+C) and paste (ctrl+V) your class slide in an email to the PBIS team: dunlappbis@gmail.com

Dolphin Token Survey:

[Tell us what you think about the Dolphin Token system!](#)

Please email dunlappbis@gmail.com or any PBIS team member with your feedback. If you don't see this working for you/your class, we want to hear what could change or how we can support you!

A screenshot of a web form titled 'Distance Learning Supports'. The form has a header with the title. Below the header, there are two questions. Question 1 is '1. Who is filling this out?' with a text input field below it. Question 2 is '2. Student's Name' with a text input field below it. There are asterisks indicating required fields.

Link to Distance Learning Supports form:

[Distance Learning Supports form](#)

Reminders/articles:

- Send all t-shirt sizes to Ms. Talley by 2:00pm on Friday, October 30th!
 - Child – Small, Medium or Large (child XL should order an adult Small)
 - Adult – Small, Medium, Large, XLarge, XXLarge
- [Somatic Mindfulness Exercises](#)
- [9 Guidelines for Teaching Trauma-Informed Mindfulness](#)

Thank you for everything you do. You are enough ❤️

Your PBIS Team

CAUTION: This email originated from outside of the organization. Please don't click links, open attachments, or reply with confidential details unless you are certain you know the sender and are expecting the content.

DOLPHIN TOKENS!

Respect



Responsibility



Safety



Distance Learning Supports

* Required

1. Who is filling this out? *

Enter your answer

2. Student's Name *

Enter your answer

PBIS @ Dunlap

Positive Behavior
Interventions &
Supports

October 28, 2020



DUNLAP DOLPHIN PRIDE

RESPECT • RESPONSIBILITY • SAFETY

STOLEN LAND ACKNOWLEDGEMENT

We respectfully acknowledge that our meeting is taking place on occupied Coast Salish land, and that we live and work on the traditional land of the first people of Seattle, the Duwamish people.

- We pay respect to Coast Salish Elders past and present and extend that respect to their descendants and to all Indigenous people.
- To acknowledge this land is to recognize its longer history and our place in that history; it is to recognize the lands and waters and their significance for the peoples who lived and continue to live in this region, whose practices and spiritualities were and are tied to the land and the water, and whose lives continue to enrich and develop in relationship to the land, waters, and other inhabitants today.
- Let's take a moment to reflect on how we can hold ourselves accountable and support tribal enterprises and partner with tribal leadership. ci.





STOLEN BLACK & BROWN LABOR ACKNOWLEDGEMENT

We want to recognize that the United States was build off the stolen labor of kidnapped Africans and enslaved Black people's work, which created the profits that created our nation.

We also recognize the Brown labor

- Currently happening in Eastern Washington, California, and across this country.
- They are working under terrible work conditions, for less pay, facing COVID 19 and RACISM in order to survive while providing the food and other necessities we need.
- This acknowledgment is only one small step and a commitment to working for reparations and liberation for BIPOC EVERY DAY.





Turn your camera on IF ...


This Photo by Unknown Author is licensed under [CC BY](#)

If the statement is true for you, turn your camera on. Afterwards, turn it back off for the next statement.



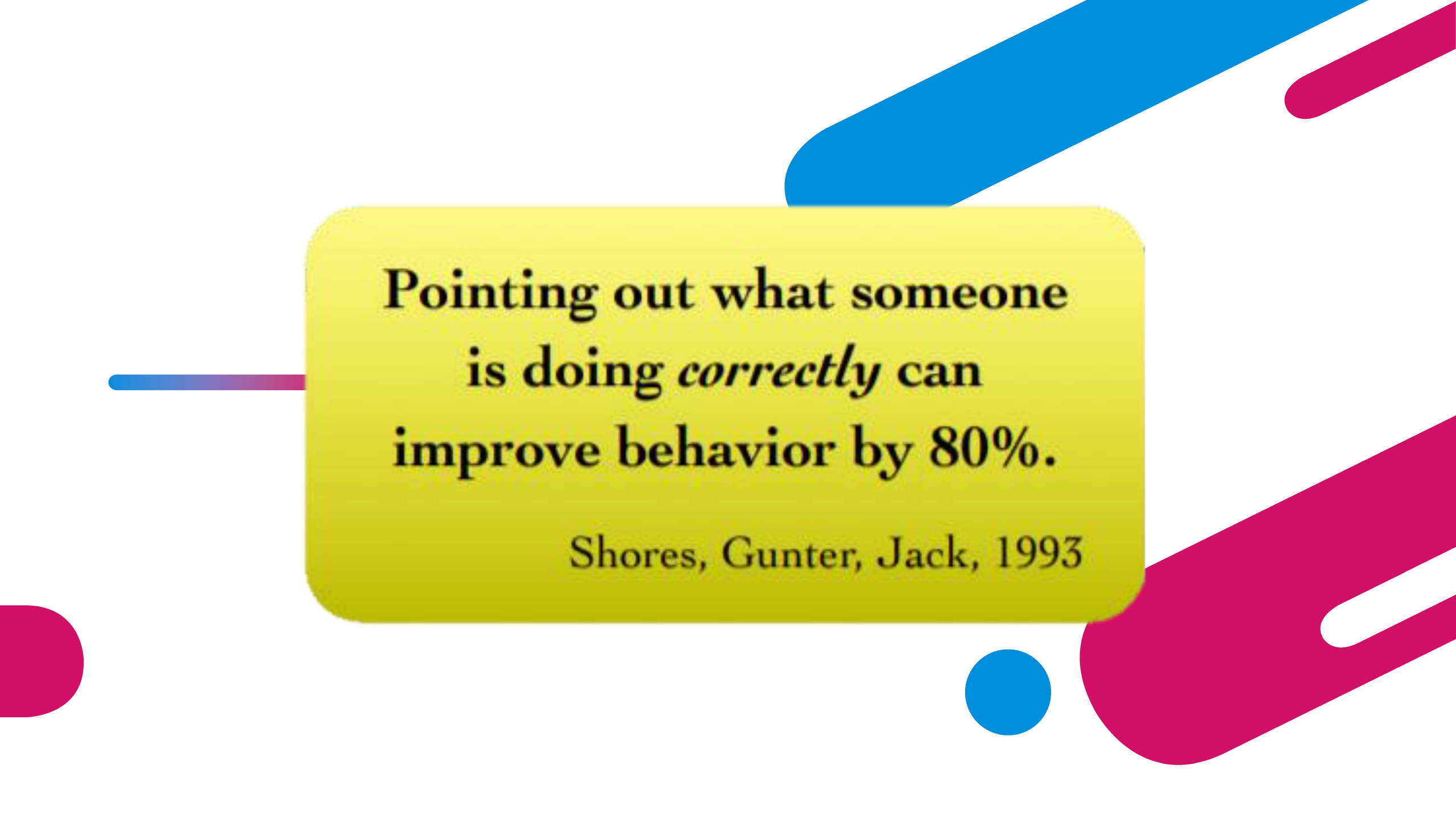


**Thank you for
sharing!**




TIER 1: DOLPHIN TOKEN SYSTEM

FORMERLY THE
DOLPHIN DOLLAR



Pointing out what someone
is doing *correctly* can
improve behavior by 80%.

Shores, Gunter, Jack, 1993



Acknowledgement is key when teaching desired behavior. It is effective when it is:

- Intentional
- Immediate
- Intermittent
- Unexpected

Since we don't have the same ability to use our Dolphin Dollar system to acknowledge students, we want to institute a distance learning alternative.

Enter...

DOLPHIN TOKENS!

Respect



Responsibility



Safety



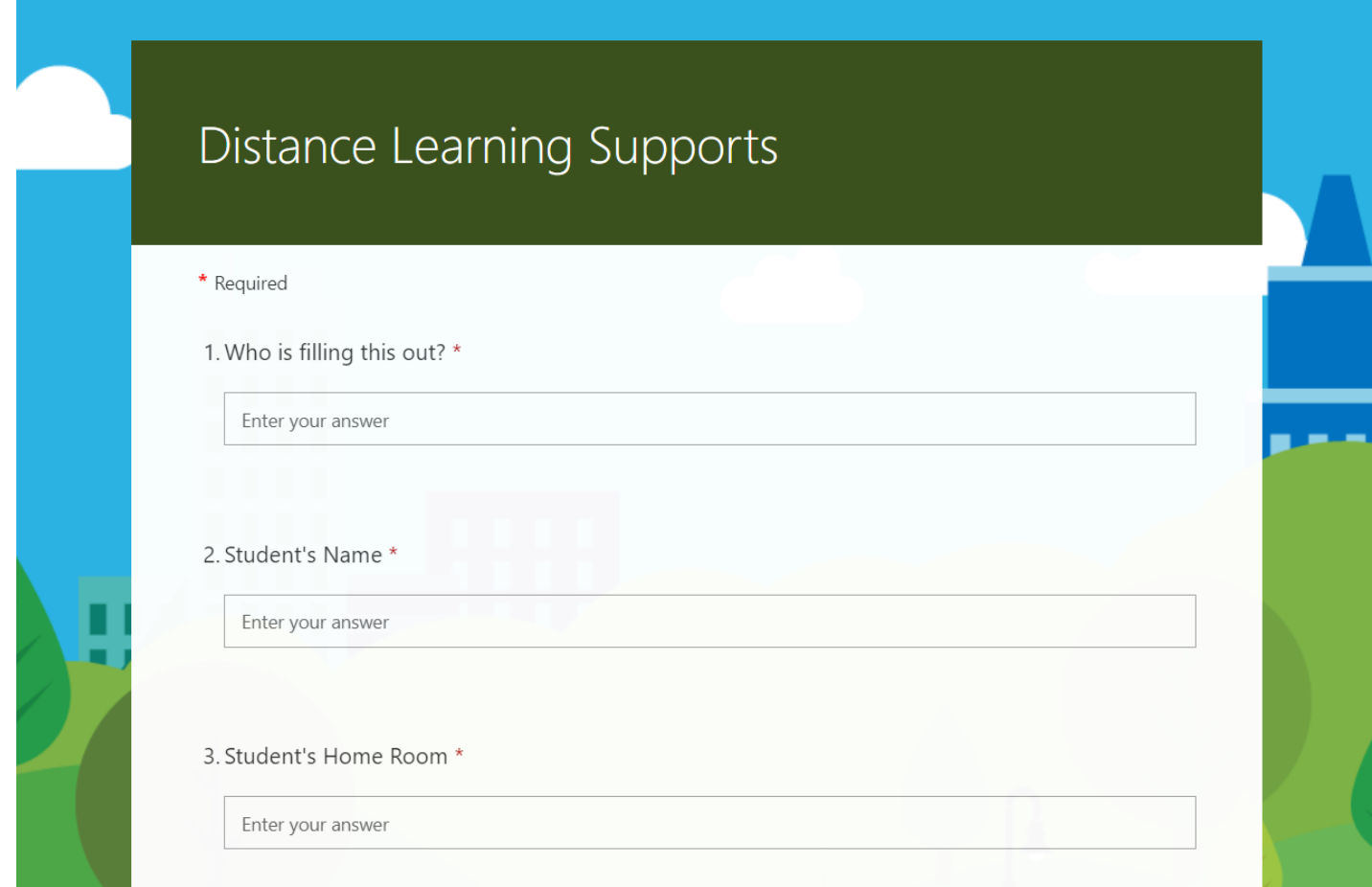
Incentive Ideas



- Help the teacher present a lesson (or other leadership roles)
- Bring a stuffed animal to class one day (or other themes)
- Extra chat/hang out/non-academic time (or other social time)
- Dance party with Mr. Phillips or a visit from Diny Dolphin (or other virtual experiences)
- Virtual Store (or other tangible things.)

TIER II: Supports Survey

- Who should use it?
- What is it?
- Why is this important?
- Where will the data be stored & where can I get the link?



Distance Learning Supports

* Required

1. Who is filling this out? *

2. Student's Name *

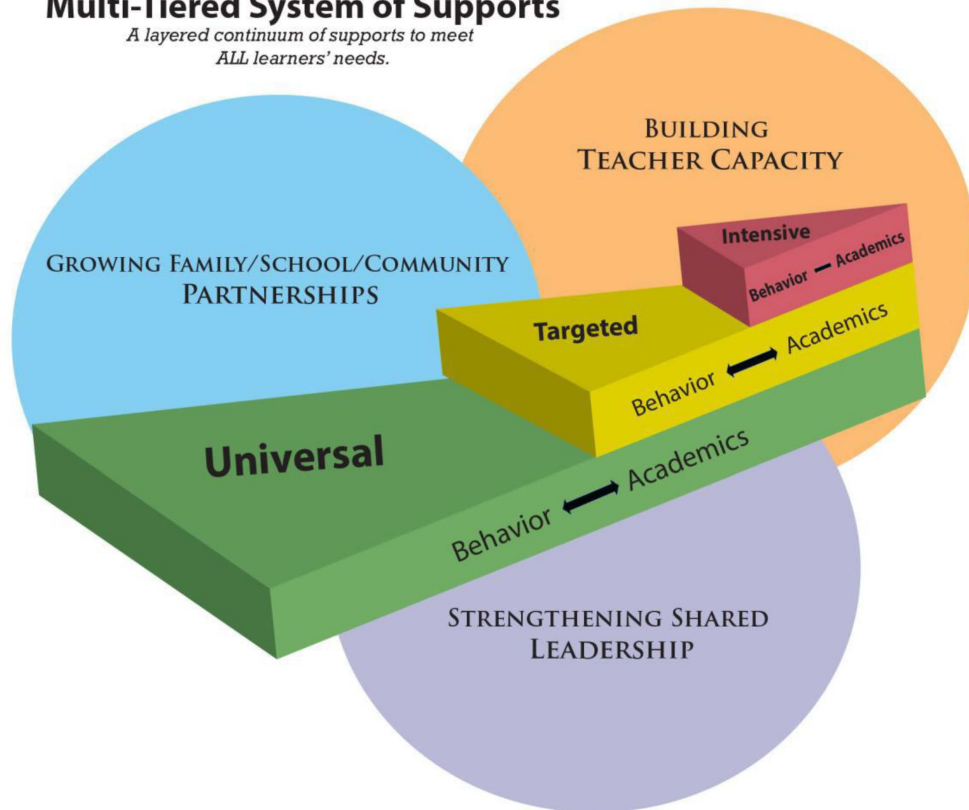
3. Student's Home Room *

PBIS: A MULTI-TIERED SYSTEM OF SUPPORTS



Multi-Tiered System of Supports

A layered continuum of supports to meet ALL learners' needs.



School-Wide Systems for Student Success: A Response to Intervention (Rti) Model

Academic Systems

Tier 3/Tertiary Interventions

1-5%

- Individual students
- Assessment-based
- High intensity

Tier 2/Secondary Interventions

5-15%

- Some students (at-risk)
- High efficiency
- Rapid response
- Small group interventions
- Some individualizing

Tier 1/Universal Interventions

80-90%

- All students
- Preventive, proactive

Behavioral Systems

Tier 3/Tertiary Interventions

1-5%

- Individual students
- Assessment-based
- Intense, durable procedures

Tier 2/Secondary Interventions

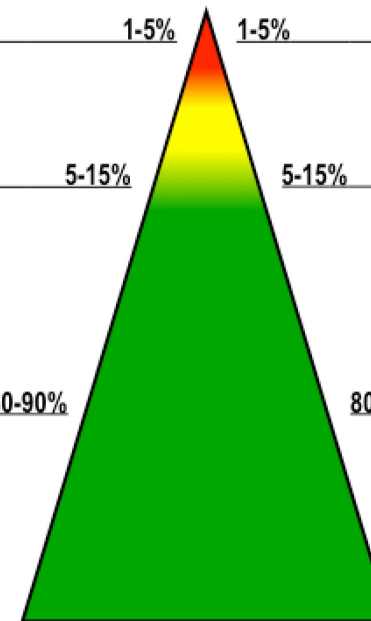
5-15%

- Some students (at-risk)
- High efficiency
- Rapid response
- Small group interventions
- Some individualizing

Tier 1/Universal Interventions

80-90%

- All settings, all students
- Preventive, proactive



Minor PBIS Network. Revised May 15, 2008.
Adapted from "What is schoolwide PBIS?"
OSEP Technical Assistance Center on Positive
Behavioral Interventions and Supports.
Accessed at <http://pbis.org/schoolwide.htm>

Distance Learning Adult Expectations

We show...	Using Devices/Internet	Teams/Video Meetings	Independent Learning
Respect	<ul style="list-style-type: none"> • Consider student access to internet or devices at home when assigning tasks • Consider student and family availability and ability for devices/internet and accessing school content • Provide clear expectations and norms related to device/internet use 	<ul style="list-style-type: none"> • Provide clear expectations and norms for engaging in Teams meetings • Be your best self • Speak your truth • Assume positive intent 	<ul style="list-style-type: none"> • Provide multiple ways/platforms to engage in work on devices • Consider student access to internet or devices at home when assigning tasks
Responsibility	<ul style="list-style-type: none"> • Maintain open and appropriate lines of communication with families and students • Share student logins with families 	<ul style="list-style-type: none"> • Consider accessibility and time constraints for families • Be consistent with agenda and delivery of content within announced timeframes • Be consistent with norms and expectations • Arrive on time • Create space for every person to share and monitor airtime 	<ul style="list-style-type: none"> • Work with colleagues to gather and provide appropriate learning activities for students • Align practices within grade level teams and vertically across levels
Safety	<ul style="list-style-type: none"> • Keep student logins private except between staff and family • Teach into safe use of devices and internet (avoid clicking on ads or pop-ups; speak with your family about their expectations) 	<ul style="list-style-type: none"> • Enable privacy settings (if not using Teams) and support students throughout the meeting 	<ul style="list-style-type: none"> • Maintain social distancing • Take breaks as needed • Set up a workspace where you feel you can be the most productive

ADULT Expectations- REVISED (Distance Learning Matrix)

STUDENT Expectations (Distance Learning Matrix)



DUNLAP DOLPHIN PRIDE
RESPECT • RESPONSIBILITY • SAFETY

Distance Learning Student Expectations

We show...	Using Devices/Internet	Teams/Video Meetings	Independent Learning
Respect	<ul style="list-style-type: none"> Check with family that it is okay to use device/internet at scheduled time Monitor your volume to ensure that you're not bothering the people around you 	<ul style="list-style-type: none"> Use kind words, reactions, and faces Keep video on and face visible Keep audio off, except when it's your turn to speak 	<ul style="list-style-type: none"> Use kind and appropriate words, reactions, and faces when interacting with others online Help siblings when needed
Responsibility	<ul style="list-style-type: none"> Make sure device stays charged Turn off and put away device when not in use Keep track of usernames and passwords 	<ul style="list-style-type: none"> Arrive on time Be focused on learning Ask questions (voice or chat) when you have them 	<ul style="list-style-type: none"> Gather all necessary materials Manage time so that each activity gets a reasonable amount of time Spend time each day helping family
Safety	<ul style="list-style-type: none"> Avoid inappropriate websites Keep device clean and away from things that might damage it (e.g., water, babies, pets) 	<ul style="list-style-type: none"> Choose a distraction-free space Report inappropriate or unsafe behaviors 	<ul style="list-style-type: none"> Maintain social distancing Set up a workspace in a place that is good for your family Take breaks as needed

R.U.L.E.R Anchor Tools

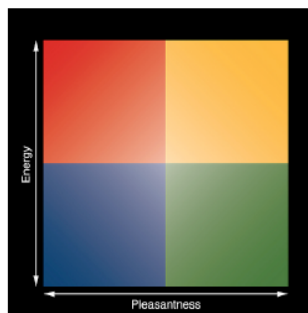
Mood Meter & Charter

RULER Anchor Tools Overview

The RULER Anchor Tools help us to practice the skills of emotional intelligence every day.

This handout discusses each of the four Anchor Tools and how families can use them.

The Mood Meter

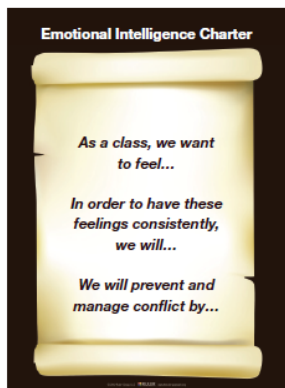


The Mood Meter is a tool to build emotional awareness and understanding. Everyone in the family can get involved by agreeing to check in with themselves and each other on the Mood Meter. First, you 'plot' your feelings in one of the quadrants, then think about the specific name of that feeling. Next you can reflect on what caused you to feel that way, and consider the consequences of that feeling. You can choose a strategy to maintain your mood or to shift it. And you can share your feeling, understanding and strategies with everyone in the family!

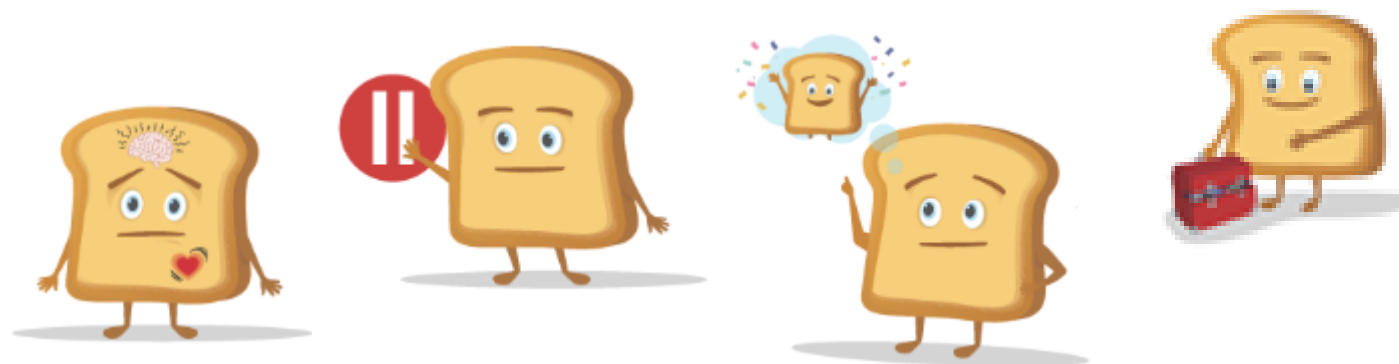
The Charter

The Family Charter is an agreement about how family members want to feel as part of family life. The Family Charter names specific behaviors likely to evoke and support those feelings, and includes constructive ways of handling conflict. It is a powerful tool to encourage personal and social responsibility to work together towards creating the kind of emotional climate that everyone wants.

The Family Charter is creatively displayed, signed by everyone in the family, and revisited often over time.



Meta-Moment & The Blueprint



The Blueprint

The Blueprint is a tool for helping family members to develop empathy and perspective. Using questions anchored in the skills of emotional intelligence, the Blueprint encourages both children and adults to consider one another's thoughts and feelings when resolving conflicts or differences, and to identify constructive solutions.

Used effectively, the Blueprint builds compassion and trusting relationships within the family, and engenders optimism in the challenging moments of everyday family life.

Solve problems with The Blueprint		
Describe	What happened?	
RULER Skill	Me	Other Person
Recognize & Label	How did I feel?	How did _____ feel?
Understand	What caused my feelings?	What caused _____'s feelings?
Express & Regulate	How did I express and regulate my feelings?	How did _____ express and regulate his/her feelings?
Reflect & Plan	What could I have done to handle the situation better? What can I do now?	

META-MOMENT

<https://youtu.be/RfX1NefGeRQ>

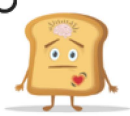


- The Meta-Moment is a ‘mindful’ process, in addition to slowing us down for in the moment, helps each of us to build character by invoking an image of our Best Self.
- By identifying what “triggers” us, and what we are like when we are our Best Selves, we can be proactive about developing thought and action strategies that align with our values and meet our larger goals.

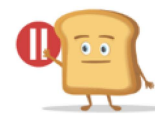


Meta-Moment Worksheet

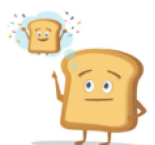
Meta-Moment Worksheet Lower Elementary





Notice how you are feeling.
How does your body feel? What are you thinking?



Stop and calm your body.
What will you do to calm down? Take three deep breaths. See yourself in your favorite place. Relax your body.



Make a plan.
What will you do next as your best self?

 mysps.seattleschools.org/RULER 

Meta-Moment Worksheet Upper Elementary



What happened?



How does your body feel? What are you thinking? What are you feeling?



What will you do to calm down? Might you take 3 deep breaths, imagine yourself in your favorite place, or tighten then let go of your muscles?



What would your best self do? Make a plan.

 mysps.seattleschools.org/RULER 

What is your **BEST SELF!**



- 1) What is your ideal self?
- 2) What is your ideal reputation?
- 3) What is the ideal outcome?

Take 5 minutes to jot down your thoughts.



The BLUEPRINT

- Our reflection sheets were based off of the Blueprint.
- Some have adjusted it to meet their class needs & that is ok!
- The main components are that you create a plan to respond to the same or similar incident that considers your emotions, other emotions, cause behind feelings, plan for effective response, & reflection

Solve problems with
The Blueprint

Describe	What happened?	
RULER Skill	Me	Other Person
Recognize & Label	How did I feel?	How did ____ feel?
Understand	What caused my feelings?	What caused ____'s feelings?
Express & Regulate	How did I express and regulate my feelings?	How did ____ express and regulate his/her feelings?
Reflect & Plan	What could I have done to handle the situation better? What can I do now?	

Dunlap's Reflection Sheets

Based on the Blueprint

Includes a section for signatures (student, parent, & educator)

Dunlap Grades 2-5 Reflection Sheet
 Name: _____ Room: _____ Date: ___/___/___ Time: ___:___

What happened?

I feel... _____

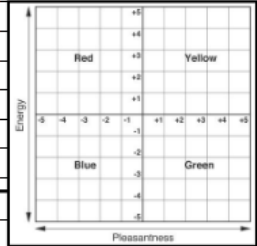
The value I didn't demonstrate:	My actions or words did not demonstrate _____ because I:
<input type="checkbox"/> Respect	_____
<input type="checkbox"/> Responsibility	_____
<input type="checkbox"/> Safety	_____

How did it make others feel? _____

What will I do next time? _____

What can I do to make things right or better NOW:

<input type="checkbox"/> Cool Down / Breathing Techniques	<input type="checkbox"/> My own idea: _____
<input type="checkbox"/> Clean Up	_____
<input type="checkbox"/> Repair Our Relationship / Apologize	_____



Dunlap Grades K-1 Reflection Sheet Date: ___/___/___ Time: ___:___
 Name: _____ Room: _____

The value I didn't demonstrate:
RESPECT RESPONSIBILITY SAFETY

I feel:

Red	Yellow
Blue	Green

How others feel:

Red	Yellow
Blue	Green

What happened:

What I will do next:

Cool Down / Breathing Techniques
 Clean Up
 Repair Our Relationship / Apologize

MONTHLY THEMES



Monthly Themes will come with discussion questions, book suggestions, big ideas, standards alignment, and affirmations for you!



Trauma Informed Mindfulness

- Ms. Kempner's email and thoughts
- <https://centerforadolescentstudies.com/trauma-informed-mindfulness-with-teenagers-9-guidelines/>
- ACES from Behavioral Health rescheduled to possibly January.

Basic Premises of Trauma informed care

- Identifying trauma & how it is caused
- Understand how trauma affects the brain and learning
- View difficult, disrespectful, and defiant behaviors via a trauma-informed lens
- Work on yourself and your relationship-building abilities



Examples

Grounding

Heel Drops

Shaking

Wave

Breathing

Bamboo

Swaying

Checking in

Thank you!

For being here today
and for sharing space
with us!

You are amazing!

Email:

dunlappbis@gmail.com



From: "Davidheiser, Catherine S" <csdavidheise@seattleschools.org>
To: "Bryant, Deron A" <dabryant@seattleschools.org>, "Haile, Megan G" <mghaile@seattleschools.org>, "Matsui, Melissa T" <mtmatsui@seattleschools.org>, "Hawkins, Danny A" <dahawkins@seattleschools.org>, "Bodden, Sine A" <sabodden@seattleschools.org>, "Colasurdo, Jill L" <jlcolasurdo@seattleschools.org>, "May, Katherine J" <kjmay1@seattleschools.org>
Subject: PBIS Agenda

Hi Team,

We have our next PBIS meeting tomorrow, Wednesday 12/14 from 3:55-4:55. Is anyone willing to host the meeting in their room? Below is our agenda

12/14 3:55-4:55

PUP POINT UPDATE

1/2 Create video for the next assembly 1/2 recess expectations

1/2 Opportunity Grant for prize upkeep

1/2 Any changes to the process?

TEACHING EXPECTED BEHAVIORS

1/2 Review Booster Lessons from past

-https://seattleschools.sharepoint.com/:p:/s/marshalles/ESdVBt4RNwxKt_5avbu1qYABT-GE0Y-bCz8kYxyduClEZg?e=qlpCn7

K-2HallwayBoosterLesson.pptx

-

<https://seattleschools.sharepoint.com/:p:/s/marshalles/EceLpBHUFbRLuzpeJrLUKPYBEuZFl08Kt989OqDdQTL8FA?e=34KzEJ>

3-5HallwayBoosterLesson.pptx

-

<https://seattleschools.sharepoint.com/:b:/s/marshalles/EQg8m4G3ZCZAr7G4W0MPGAQBJbmtt7SYTrEe06QmaMYXGQ?e=wllFKZ>

Lunchroom_Classroom Lesson Plan.pdf

-

https://seattleschools.sharepoint.com/:b:/s/marshalles/EfABfK6VKsZPv8XxTJR2Mg8Bopp_YfaBEbbsg9qizojl0w?e=cxXUvI

Bathroom_Classroom Lesson Plan.pdf

-<https://seattleschools.sharepoint.com/:b:/s/marshalles/ETe3qiA-6BpEj0q95hOhqqMBx5Kxaax8n1Rrgx5bJ0r4ag?e=RjWbVP>

Assembly_Classroom Lesson Plan.pdf

1/2 Send Booster Lessons out after the break to review expectations already covered 1/2 hallway, bathroom, assembly, lunchroom

DISCOURAGING UNEXPECTED BEHAVIOR

1/2 [https://seattleschools.sharepoint.com/:w:/r/sites/marshalles/Curriculum/PBIS/Office Managed Behavior.docx?d=wc3ae9465e92e4b6196a64ff8d13ae2fc&csf=1&web=1&e=tL4Cr](https://seattleschools.sharepoint.com/:w:/r/sites/marshalles/Curriculum/PBIS/Office%20Managed%20Behavior.docx?d=wc3ae9465e92e4b6196a64ff8d13ae2fc&csf=1&web=1&e=tL4Cr)
Office Managed Behavior.docx

-Revisit office managed behavior document 1/2

-Review blue slip 1/2

1/2 Connect the 2, what constitutes a blue slip write up? 1/2

1/2 Schoolwide System to Discourage Inappropriate Behavior Flow Chart OR Behavior Intensity Levels Chart 1/2

-

<https://seattleschools.sharepoint.com/:b:/s/marshalles/EcoIDNiFqVtNI0x0jN5dCDwB9YpPnA7i3Le2vBROEBcogQ?e=e4Mcd0>

Classroom Behavior Plan.pdf

-

<https://seattleschools.sharepoint.com/:w:/s/marshalles/Ecl0NwVGludKgFUgJhQc9BgBq4ZsNC26HIYYI6fHW-5Qcg?e=dd162R>

6.9_Example-Behavior-Intensity-Levels-Chart.docx

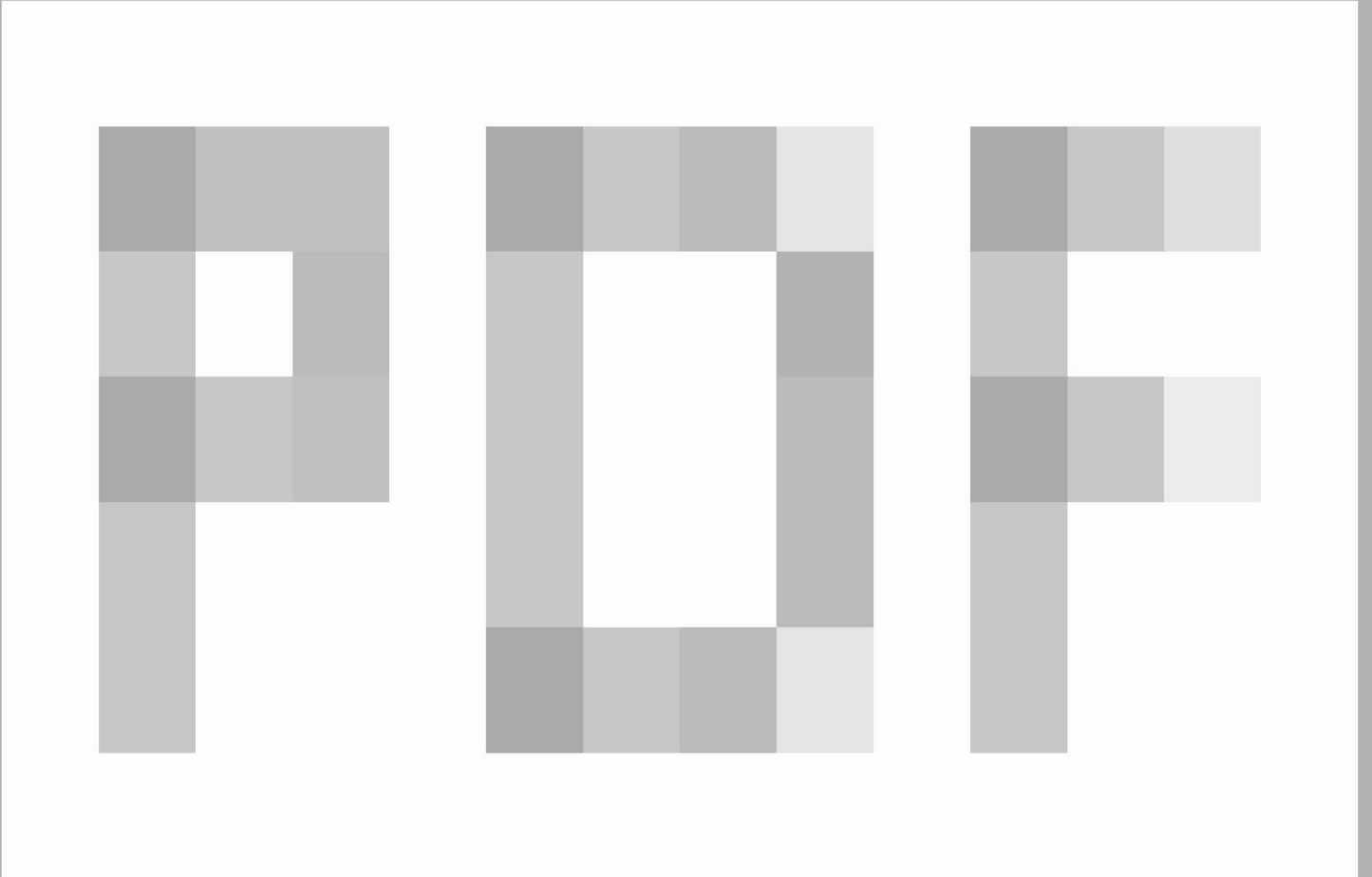
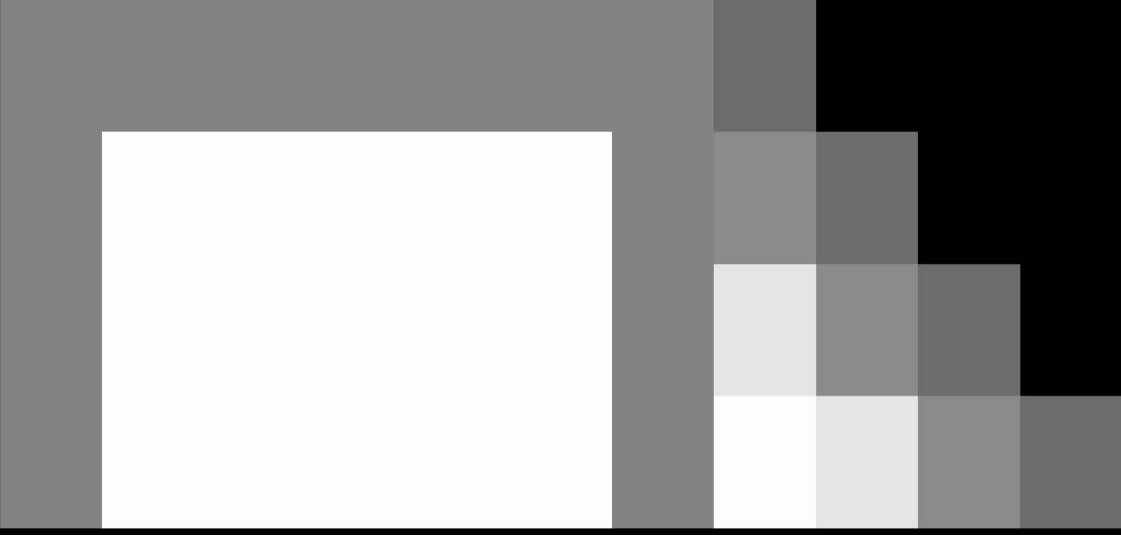
-

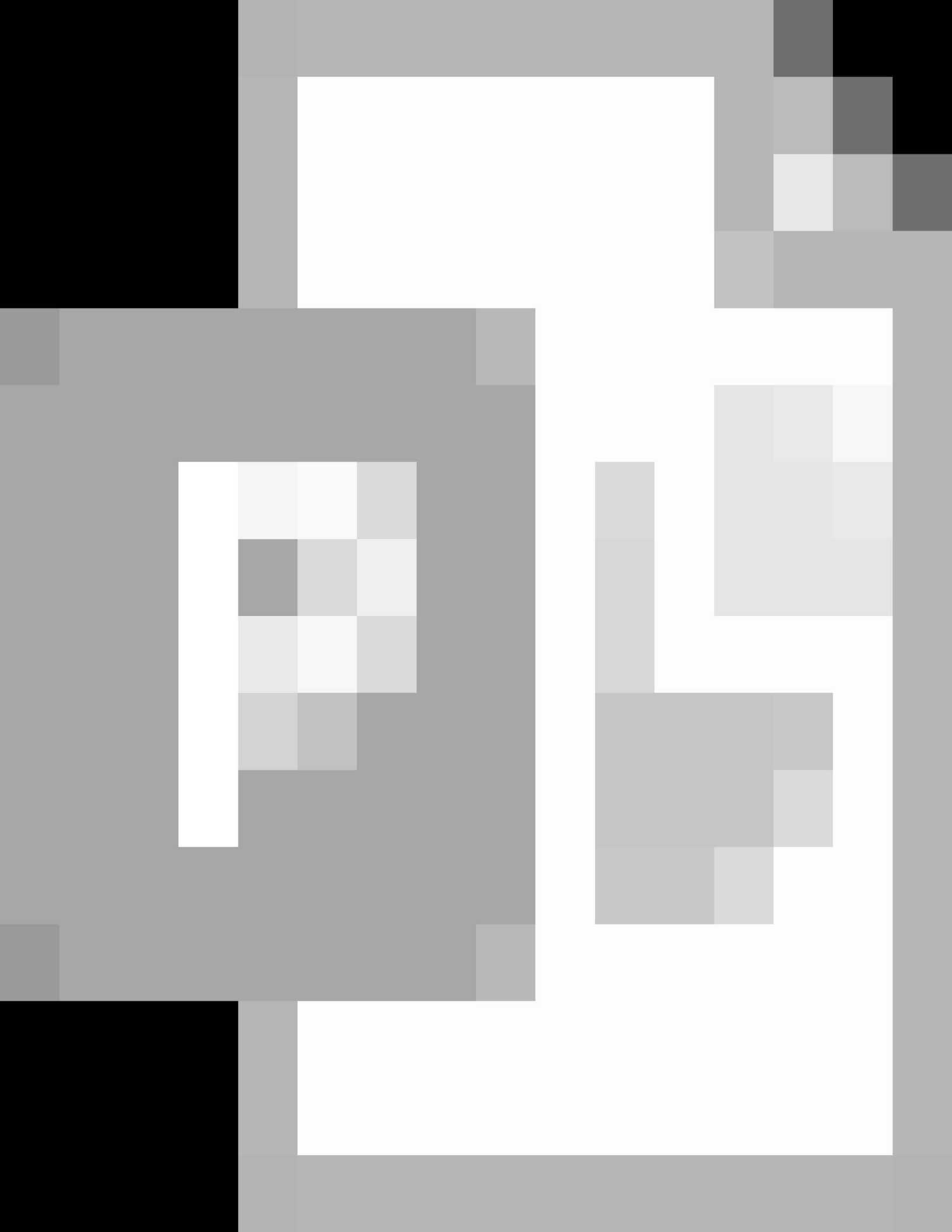
https://seattleschools.sharepoint.com/:w:/s/marshalles/EZASynu0r49Kvi0XTwRa5d8BinR_TLY3yjln5YHtx

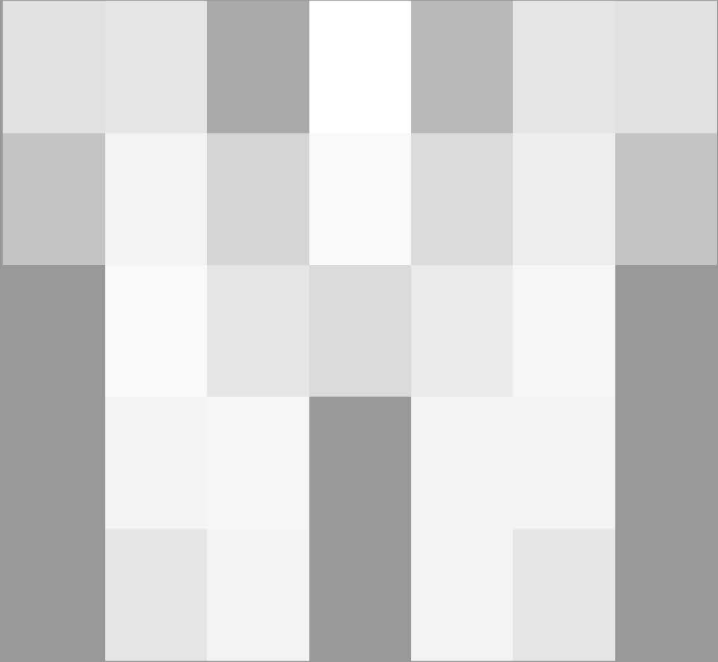
wV0sw?e=f57nj7

6.8_Example-Schoolwide-System-to-Discourage-Inappropriate-Behavior-Flowchart.docx

Let me know if you want anything else on the agenda!







From: "Lee, Megan C" <mcee@seattleschools.org>
To: "Garcia-Andresen, Annabel L" <algarciaandres@seattleschools.org>, "Glenn, Christopher" <cdglenn@seattleschools.org>, "Hagerty, Patricia L" <plhagerty@seattleschools.org>, "Halverson, Margarita D" <mdhalverson@seattleschools.org>, "Harris, Kiana A" <kaharris@seattleschools.org>, "Hutchinson, Constance" <cahutchinson@seattleschools.org>, "Jensen, Karma M" <kmsawka@seattleschools.org>, "Lee, Megan C" <mcee@seattleschools.org>, "Mattfeld, Christine R" <crmattfeld@seattleschools.org>, "Murakami, Joyce" <jkmurakami@seattleschools.org>, "Phillips, William J" <wjphillips@seattleschools.org>, "Pilapil, Trisha B" <tbpilapil@seattleschools.org>, "Talbert, Tonie" <tmtalbert@seattleschools.org>
Subject: PBIS meeting notes, 5/13

Lee, Megan C has shared a OneDrive for Business file with you. To view it, click the link below.
<https://nam12.safelinks.protection.outlook.com/ap/w-59584e83/?url=https://seattleschools.sharepoint.com/sites/dunlapes/Curriculum/PBIS/Meeting%20Notes/PBIS.DunlapTIPSMtg.NOTES%2005.13.21.docx?web=1&data=04|01|mcee@seattleschools.org|10f76084ad594557010508d9197fef1ejd431d15860744832878351ea6f6dd227|0|0|637568859550795876|Unknown|TWFPbGZsb3d8eyJWljoic4wLjAwMDAilCJQljoiv2luMzliLCJBTil6k1haWwiLCJXVCi6Mn0=|1000&data=tZwDXe6YKc474/v8e++iD3Y59RmiTsifnm7oveG3PBI=&reserved=0PBIS.DunlapTIPSMtg.NOTES.05.13.21.docx>

Helloooo team,

Attached are a few important documents: our meeting notes, the Seattle Tiered Fidelity Inventory (TFI) overview ppt., and the DRAFT of the Seattle TFI. Here's what we discussed about the TFI; please read it through and let me know what we've missed or reply all with any questions ?

Parent participation check in

½ When including families in our work ½ pause and get to know each other before starting the agenda

½ Someone who does family engagement can share which families could join PBIS team

½ In our school community, who is a marginalized group? How can we bring them in as stakeholders?

½ Beginning part of TFI ½ want it to be representative of the population we serve

½ We may just have a conversation with families about how the school year has gone and create a vision for the fall

½ Think of ways families can participate outside of meeting

Tiered Fidelity Inventory (TFI) expectations

½ To get to an antiracist framework, we have to slow down and center student and family voices: what does the harm look like and sound like in classrooms?

½ Look at Teams sections 1.1 and 1.2 to start

½ Do TFI in chunks ½ can complete between now and November

½ Seattle TFI team wants to support and guide individual school team work

Overview: Seattle Tiered Fidelity Inventory, Tier I

½ Worked with various teams to rewrite inventory

½ It's a guiding document to support school teams in creating equitable systems

½ Purpose: support Tier I teams in fostering a welcoming environment; centering student, family, community voices; etc. (see TFI powerpoint for full statement)

Tiered Supports

½ Ideally, 100% of students receive Tier I support (Safe, Stable, Nurturing Environments)

½ 10-15% Tier II (Targeted supports)

~5% Tier III (individualized, intensive supports)

Context: why is it different this year?

½ Around last year, there was the TFI and Culturally Responsive Field Guide ½ not all schools did one or both

½ The two documents were combined because we want all schools to be culturally responsive

½ As they worked on merging the documents, some issues were identified around language used and ideas

½ There were difficult conversations ½ ex. how PBIS can be harmful and perpetuate biases

½ They also looked at SPS Strategic Plan and Foundational Belief #5

½ The group based their writing on SPS Foundational Beliefs, targeted universalism, etc.
½ If PBIS isn't built on a foundation of anti-racist practices / working to interrupt racist practices
½ it is complicit

TFI overall structure

½ 3 sections: Teams, Implementation, Evaluation

½ Feature components: description, practices/strategies, data sources, scoring criteria

Teams

½ 1.1 Team Composition (Nothing About Us Without Us)

? Where are we engaging families and students in decision-making?

?

½ 1.2 Team Operating Procedures (Share the Power)

? equalizing power/roles in team dynamics

? how are parents compensated for coming to meetings? do we respect and honor their time?

Implementation

½ 1.3 School-Wide Expectations (all means all)

? co-creating expectations with students, families, community

½ 1.4 Teaching School-Wide Expectations (If the students feel safe, then the entire school is safe)

? It's not about what adults want to feel safe, it's about the students

½ 1.5 Feedback and Acknowledgement (Culture overrides practice)

½ 1.6 Classroom Procedures (To love all children, we must struggle together to create schools we are taught to believe are impossible. Schools built on justice, love, joy, and anti-racism. Dr. Bettina Love)

? It's not just about hanging onto kids, it's about getting them excited about learning

½ 1.7 Behavior Definitions (All behavior is communication)

½ 1.8 Restorative Practices (Never forget that justice is what love looks like in public. Dr. Cornell West)

½ 1.9 Professional Development (I don't listen to what you say, because I see what you do. James Baldwin)

½ 1.10 Student/Family/Community Involvement (Spirit Building Not Spirit Breaking)

½ 1.11 Faculty Implementation (Relational Not Transactional)

Evaluation

½ 1.12 Universal Data (The absence of misery does not mean the presence of joy. Dr. Shawn Ginwright)

½ 1.13 Data-based Decision Making (If you close your eyes to facts, you will learn through accidents. African Proverb)

½ 1.14 Fidelity Data (Fidelity is the sister of justice. Horace)

½ 1.15 Annual Evaluation (All students will feel seen, heard, felt, and validated. M. Stubblefield)

Take care,

Megan Lee (she/her)

[https://teams.microsoft.com/join/19:meeting_ODdmN2Q2ZDItZDNhZi00OTRkLTk0MTYtOWQ3NzUzODk5NzAz@thread.v2/0?context={\"Tid\":\"d431d158-6074-4832-8783-51ea6f6dd227\", \"Oid\":\"b647f3f2-324b-4171-9c4e-68df51d9b336\"}}](https://teams.microsoft.com/join/19:meeting_ODdmN2Q2ZDItZDNhZi00OTRkLTk0MTYtOWQ3NzUzODk5NzAz@thread.v2/0?context={\)

Lee's Kindergarten Remote Class (April/May/June, 12:30-2:00)

[https://teams.microsoft.com/join/19:meeting_NGlyMzY2NDAtMjRjYi00ODUwLWJkZTYtNzg0MGI5MDY2Y2Fi@thread.v2/0?context={\"Tid\":\"d431d158-6074-4832-8783-51ea6f6dd227\", \"Oid\":\"b647f3f2-324b-4171-9c4e-68df51d9b336\"}}](https://teams.microsoft.com/join/19:meeting_NGlyMzY2NDAtMjRjYi00ODUwLWJkZTYtNzg0MGI5MDY2Y2Fi@thread.v2/0?context={\)

Lee's Kindergarten Class (Wednesdays)

Kindergarten Teacher, Dunlap Elementary

(W) 206-252-7020

Alternate number: 253-642-6712

Mon.-Fri., 8:00AM-4:00PM

Seattle Tiered Fidelity Inventory Tier I

Introduction and Purpose:

This is a guiding document to support school teams in establishing safe, restorative, supportive and welcoming environments that represent and center the voice of students, families and communities, specifically the Black boys and youth we serve. In order to create equitable systems, schools must engage in ongoing trainings that build understanding of institutional racism and examine the impact of current practices on students furthest away from educational justice. It is critical for Tier I teams to identify and respond to cultural collisions as an opportunity to grow, engage, and foster a welcoming environment and dismantle dominant cultural norms. By intentionally partnering with all stakeholders in co-creating schoolwide expectations, the intended outcome is to foster positive relationships, center wellness, acknowledge the brilliance of students, and not to police, indoctrinate, or assimilate students to dominant cultural norms. If we do not collectively and professionally engage in this work, we are complicit for the harms resulting from systemic racism.



“Nothing about us without us.”

1.1 Team Composition: Tier I Teams partner with stakeholders and ensure voice and broad representation of all families and Colasurdo, Upshaw, Haizlip, Webster, Hagerty, Stubblefield, Warren & DeCano

communities, students of color, and specifically Black boys and youth. Stakeholders include a Tier 1 team systems facilitator, a school administrator, a family member, student representation/consultation, and individuals able to provide critical perspective and information. These include:

- (a) knowledge of cultural representation of the students and community and historical context
- (b) knowledge of behavior as a form of communication and a response to experiences known and unknown, school environment, and adult/staff behavior
- (c) coaching and technical assistance,
- (d) knowledge of student strengths and school-wide academic and behavior patterns,
- (e) knowledge about the operations of the school across grade levels and programs.

Practices/Strategies	Data Sources	Scoring Criteria
<ul style="list-style-type: none"> a) Family/student participation is valued, and roles are clearly outlined and defined. b) If team size is a concern, consider the use of subcommittee structure and have families represented on subcommittees. c) Families influence system components (e.g., School-wide expectations language, celebrations/acknowledgements, etc.). d) Families assist in reporting team meeting discussions and data to stakeholders. e) Family members, students, and community liaisons are compensated, including childcare and/or transportation (gift cards, volunteer hours for students, access to technology, etc.). 	<ul style="list-style-type: none"> • School organizational chart • Tier 1 team meeting minutes • Continuous School Improvement Plan • Budget for Tier 1 linked to CSIP 	<p>0 = Tier 1 team does not yet exist or does not include all identified members.</p> <p>1 = Tier 1 team exists with all identified members, but participation of these members is below 80%.</p> <p>2 = Tier 1 team exists with all identified members, and participation of all roles is at or above 80% (if there are 10 meetings throughout the year every member attends at least 8 of the 10 meetings).</p>

Notes: _____

“Share the power”

1.2 Team Operating Procedures: Team procedures include structures and practices that prompt the use of data for decision making and communication to enable all stakeholders to have a voice in the process and outcomes. Teams will use historical, quantitative, and qualitative data for analysis and examine the systems and policies for potential changes, rather than placing the responsibility for change on students and families. Having a defined set of procedures holds the team responsible for ensuring equitable implementation and assessing student data for equitable impact.

Tier 1 team meets **at least monthly*** (in-person or virtually) and has (a) regular meeting format/agenda during a time when all stakeholders (family, students, community members, elders) can participate, (b) meeting minutes, (c) defined meeting roles and norms that ensures equal power and voice among stakeholders in the process (including a Student/Family/Community Liaison), and (d) a current action plan.

*Teams should meet as often as needed to prioritize a safe and welcoming school environment for students and families furthest away from educational justice.

Practices/Strategies	Data Sources	Scoring Criteria
<ul style="list-style-type: none"> a) Teams focus on changing the system rather than the students and engage in explicit conversations around ethnicity/race and the impact of practices. b) Meeting norms are established and co-created with all representatives to ensure a shared power dynamic. c) Facilitator role includes (a) creating a safe space for all team members (b) ensuring that every voice is being heard and centering family and community voices and (c) using culturally inclusive decision-making protocols. d) Teams have ongoing, timely procedures for communicating with their school community (families, students, and community members) to solicit input, communicate questions, concerns, or needs to the Tier 1 Team. e) Teams ensure that meeting minutes, goals, data, and decisions are shared with and readily accessible to the school community. 	<ul style="list-style-type: none"> • Tier 1 team meeting agendas and minutes • Tier 1 meeting roles descriptions • Tier 1 action plan • Newsletters • Website links to Tier 1 meeting minutes, TFI, Action Plan 	<p>0 = Tier 1 team does not yet use a) a regular meeting format/agenda, b) record minutes, c) have defined meeting roles and norms that ensures equal power and voice among stakeholders, d) have a current action plan, and/or meets when family members are not able to attend.</p> <p>1= Tier 1 team has at least 2 but not all 4 features.</p> <p>2 = Tier 1 team has all four features including centering student and family voice.</p>

Notes: _____

“All Means All”

1.3 (Community/Shared/Agreements) School-Wide Expectations: School teams partner with stakeholders to identify 3-4 positively stated school-wide expectations that are informed by and reflective of the cultural values of the surrounding community. Within a culturally responsive framework, school-wide expectations focus on high standards for all staff and students. School-wide expectations are taught and learned, and representative of the students’ cultures. School-wide expectations include examples of social skills and practices by setting/location for both students and staff to promote positive relationships and foster predictable and safe learning environments (i.e., school teaching matrix).

Practices/Strategies	Data Sources	Scoring Criteria
<p>a) Teams provide staff, students, families and community with fall orientation and ongoing opportunities to examine and give input regarding school-wide expectations. This is to ensure that they reflect the values and norms of the community, particularly from communities of color and specifically Black boys and youth.</p> <p>b) Teams partner with stakeholders to examine expectations for implicit bias and institutional racism, to ensure that expectations are truly universal.</p> <p>c) Teams create an environment where feedback regarding implicit bias and institutional racism is welcome and part of the evaluation of safety and social climate of the school (i.e. expectation matrix names and empowers staff and students on how to provide feedback, especially students and staff of color.)</p>	<ul style="list-style-type: none"> • TFI Walkthrough Tool (team/ community member, district coach, etc.) • Staff/ Community handbook • SEL Standards • Surveys (if applicable) 	<p>0 = Expectations have not yet been identified, are not reflective of the school community, not all positive, or are more than four in number.</p> <p>1 = Four or fewer expectations exist that are reflective of the school community, positive, posted, and identified for specific settings/locations (i.e. matrix), identified for staff or students, but not both.</p>

<p>d) School staff model expectations explicitly working to interrupt implicit bias and historical harm. Staff refer to expectations regularly in daily interactions.</p> <p>d) School-wide expectations are posted with images that honor, value, and are representative of the community.</p> <p>d) School-wide expectations are consistent, observable, and measurable to reduce subjectivity and implicit bias, increasing a sense of safety and belonging.</p> <p>d) Staff and student expectation matrices name SEL competencies/standards and incorporate feedback from stakeholders.</p> <p>d) Routines are intended to create safety, structure, and predictability during school day transitions; however, this is not mutually exclusive to joy, laughter, healthy social interaction, and/or noise.</p> <p>d) Links to examples (visual cues: matrices, videos)</p>	<ul style="list-style-type: none"> • Matrices/ Posters • Other walk-through data (SEL, Supportive Supervision, etc.) 	<p>2 = Four or fewer expectations exist that are reflective of the school community, positive, posted, and identified in the school matrix by setting/location, identified for both staff and students, verified by interviews and walk-through data (i.e. majority of staff are able name and describe the staff and student school-wide expectations).</p>
---	--	--

Notes: _____

—

“If the students feel safe, then the entire school is safe.”

1.4 Teaching School-wide Expectations: School-wide expectations are not intended to police, indoctrinate, or assimilate students to dominant cultural norms. In addition, expectations are fluid, representative, and re-evaluated by the community at least annually. The purpose of teaching school-wide expectations is to include all stakeholders in establishing a welcoming and positive climate and culture for all students and the school community. The Tier 1 Team provides multiple opportunities to orient staff, students, and school community to the school-wide expectations. The Tier 1 Team uses the school-wide matrix, lesson plans, and school-wide events to teach school-wide expectations in different settings and locations. Teams have a procedure and schedule to teach the skills and promote practices that foster positive relationships.

Practices/Strategies	Data Sources	Scoring Criteria
----------------------	--------------	------------------

“Culture overrides practice.”

1.5 Feedback and Acknowledgement: Feedback and acknowledgement are grounded in developing positive and authentic day to day interactions that build relationships with students, families, and community, as well as contribute to the positive climate and culture of the school. Teams develop and use acknowledgment systems that are co-created with stakeholders and are meaningful and authentic. Recognition systems reflect the voice and values of the community. They should honor individual and community brilliance, effort, strengths, gifts, talents, growth, resilience, and contributions to community wellness. Seeing and acknowledging the brilliance of students contributes to community and culture and supports the development of students’ identities as scholars.

Practices/Strategies	Data Sources	Scoring Criteria
<p>a) An acknowledgment and feedback system can be a vehicle to foster positive relationships and school climate across all community stakeholders (human to human, upholding humanity). Staff are responsible to provide consistent positive interactions (greetings at the door, thresholding, smiling, nodding, thumb’s up, fist bumps, etc.)</p> <p>b) 5:1 – The 5 to 1 ratio, also known as the “magic ratio” is a practice in which educators increase the number of positive interactions with students as compared to corrective interactions. – insert link</p> <p>c) Teams actively communicate and seek feedback from students, families, and the community about preferences for acknowledgement and perceptions of the current systems at least annually. (examples/non-examples, scenario examples illustrating cultural collisions)</p> <p>d) Teams partner with community members in the development of the acknowledgement system to foster positive relationships and extend shared community values in the use of reinforcements in community settings (i.e. local businesses, restaurants posting the school-wide expectations, punch cards, gift cards, etc.).</p> <p>e) Teams use fidelity data to assess the benefit, impact and equity of the acknowledgment system for individuals and groups (e.g. racial/ethnic, gender, ability, etc.) with valid tools (e.g., TFI Walkthrough Tool, Stakeholder Input and Satisfaction Survey) multiple times throughout the school year.</p> <p>f) Teams use outcome data. If there are students who have received multiple referrals, teams audit the frequency of use of acknowledgement and feedback in the re-teaching process. Teams ensure Tier I practices, specifically 5:1 and school-wide acknowledgment, are being implemented across classrooms and common area settings.</p> <p>g) Teams are utilizing recommended practices/strategies from African American Male Achievement Initiative, Department of Racial Equity Advancement, and/or other community partners.</p>	<ul style="list-style-type: none"> • *TFI Walkthrough Tool (used by at least 90% of staff, received by at least 50% of students) • Staff/Community Handbook • Climate survey • *School walk-through data (e.g. 5:1 in classroom and common areas) • Focus Groups with Black boys and youth (data on adult behavior, common area, and classroom data collection) 	<p>0 = Formal system for acknowledging students is not yet in place and/or data indicates that specific groups, especially Black boys and youth, are underrepresented in acknowledgement criteria and/or overrepresented in office referrals/discipline/missed instruction log data.</p> <p>1 = Formal system for acknowledging students is in place, data indicates that specific groups, especially Black boys and youth, are underrepresented in acknowledgement criteria and/or overrepresented in office referrals/discipline/missed instruction log data.</p> <p>2 = Formal system for acknowledging student behavior is used by at least 90% of staff, received by at least 50% of students, and there are culturally responsive practices that are documented. Additionally, Black boys and youth are equitably represented in acknowledgement criteria.</p>

To love all children, we must struggle together to create schools we are taught to believe are impossible. Schools built on justice, love, joy and anti-racism." Dr. Bettina Love

1.6 Classroom Procedures: Classroom culture is founded on relationships and valuing the strengths and interests of each student. Educators and students contextualize the school-wide expectations by co-creating classroom routines and procedures through sharing power and mutual responsibility. Educators ensure that all students in the class can see their home lives, histories, cultures and home languages incorporated into the classroom environment, curricula, and instructional practices on a consistent basis. Tier 1 features (school-wide expectations, routines, acknowledgements, in-class continuum of responses/strategies) are implemented within classrooms and consistent with school-wide systems.

Practices/Strategies	Data Sources	Scoring Criteria
<p>a) Students see themselves and their experiences in classroom imaging (as contributed by students and families) and materials (e.g., culturally-specific libraries).</p> <p>b) Educators create the space for students to share elements of their home life, culture, and family history in class.</p> <p>c) Educators engage in frequent positive communication with families, prioritizing listening. Examples can include a beginning of the year phone call home (advisory for secondary), sending home positive student</p> <p>d) acknowledgments, community circles, student led conferences, townhalls, and community-based location visit (neutral space such as library or coffee shop). Educators proactively inquire best modes of communication for individual families.</p> <p>e) Educators will share with family updates regarding classroom progress. Examples can include weekly classroom bulletin, phone calls, conferences, and emails.</p>	<ul style="list-style-type: none"> • Staff/Community Handbook • Classroom routines and procedures • posted • Informal walk-throughs/look-fors (what do we see displayed on classroom walls and on bookshelves?) • Data based decision making and progress monitoring resulting in higher levels of engagement (reviewing/analyzing data such as MIL, attendance, frequency of positive contact with families) • Signage in representative languages 	<p>0 = Educators have not yet co-created routines and procedures with students and/or are not yet implementing Tier 1 consistently</p> <p>1= Classroom routines and procedures are co-created in partnership with students and educators are implementing Tier 1 consistently</p> <p>2 = Classroom routines and procedures are co-created in partnership with students and families to establish a positive and inclusive classroom climate, and Tier 1 practices are implemented in accordance.</p>

Notes: _____

Notes: _____

“All behavior is communication”

1.7 Behavior Definitions: School staff take responsibility for teaching skills and behaviors that support learning, while honoring and valuing student and community identity and culture. Before a determination is made that a behavior is interfering with learning in the school setting and new skills need to be taught, school staff commit to reviewing behaviors/data that check for structural racism, implicit bias, and assimilating practices. Behavior determinations must be grounded in purpose and reflective of community values, including the wellbeing of the individual, classroom, and school community (e.g., to keep students safe). Differences between school and home/community definitions of behaviors are discussed and mitigated with families and community so that school expectations and response to behaviors truly reflect the communities they serve. School has clear definitions for behaviors that support/interfere with academic and social success, a clear plan to teach expectations, and a clear policy/procedure (e.g., flowchart) for addressing office-supported versus classroom-supported behavior.

Practices/Strategies	Data Sources	Scoring Criteria
<p>a) Teams actively seek input from stakeholders regarding behavior labels/categories and definitions. For example, definitions of and responses to subjective behaviors such as defiance and disrespect have disproportionately and negatively impacted Black boys and youth and students of color. (add article and historical SPS district data)</p> <p>b) Teams provide information and seek feedback in multiple languages and modes of delivery (e.g., written, audio, visual) regarding behavior categories and responses to behavior that build and improve partnership with students and families.</p> <p>c) Policies/procedures are revisited at least once annually, and staff are given the opportunity to practice responding to classroom supported behaviors at least twice</p>	<p>Staff/Community Handbook</p> <ul style="list-style-type: none"> • School policy • SEL, and Abolitionist Teaching Lesson Plans and Calendar for teaching • Instructional engagement form (MIL) • Response to behavior flowchart 	<p>0 = No clear behavior definitions exist, and procedures to support behavior are not clearly documented and/or reactive.</p> <p>1 = Definitions and procedures for students social and academic success are clearly defined, documented and taught to students. Staff are oriented to policies; however, they are not provided opportunities to practice responses to student behavior that promote connection and relationship. Stakeholders may or may not be provided the opportunity to inform and provide feedback regarding behavior policies and procedures.</p> <p>2 = Definitions and procedures for students social and academic success are clearly defined, documented and taught to students. Staff are oriented to policies at least one time per year and are provided opportunities to build fluency with practices that build relationships, increase student engagement, and promote anti-racist</p>

<p>per year and/or as data indicates a need.</p> <p>d) Hyperlinks/examples to effective practices/opportunities to respond</p>		<p>practices two or more times per year. Stakeholders are provided the opportunity to inform and provide feedback regarding behavior policies and procedures.</p>
--	--	---

Notes: _____

Never forget that justice is what love looks like in public.” Dr. Cornell West

1.8 Restorative Practices: School policies and procedures describe and emphasize proactive, instructive, and restorative approaches to support student success, that are implemented consistently. Teams employ and support an instructional approach to discipline that emphasizes teaching pro-social skills (eliminating punitive exclusionary discipline and zero tolerance policies). Teams examine policies and disciplinary practices for disproportionate impact on Black boys and youth and students of color and to dismantle hierarchical power versus purpose practices (i.e., policies and practices that reflect the preferences of staff versus those with a clear purpose linked to educational outcomes).

Practices/Strategies	Data Sources	Scoring Criteria
<p>Note: We recognize that discipline policy is written at the district level, while disciplinary practices and procedures are implemented at the school level; the responsibility for interrupting systemic racism is both an individual and institutional moral obligation.</p> <p>The following are some strategies to interrupt systemic racism in disciplinary practices:</p> <ul style="list-style-type: none"> a) Provide ongoing professional development on antiracism and implicit bias b) Analyze discipline trends for disproportionate impact on Black boys and youth. c) Review discipline behavior categories for implicit bias and subjectivity d) Solicit feedback from students, families and community on discipline policies/procedures re: alignment with community values, expectations, and wellbeing (i.e. restorative practices – practices and programs that preserve/restore the well-being of the classroom) (include link) e) Examine staff cultural norms for bias, oppression, and dehumanizing practices 	<ul style="list-style-type: none"> • Discipline related policies • Staff/Community Handbook • Code of Conduct • Formal/Informal Stakeholder interviews/surveys • Website • SEL Curriculum 	<p>0 = Documentation contains only reactive and punitive consequences</p> <p>1 = Documentation includes and emphasizes proactive approaches</p> <p>2 = Documentation includes and emphasizes proactive, instructive, and restorative approaches to discipline and Tier 1 and administrator reports consistent use.</p>

<p>f) Teams and staff review existing discipline policies to ensure that inclusionary practices are implemented. Exclusionary practices are used for immediate safety purposes only, and always with an instructional component and social support. *Assessing safety is highly subjective based on adult bias. Discipline processes should include an explicit check for adult bias and considerations for developmental appropriateness. (Link to examples of flowcharts and behavior definitions.)</p> <p>f) Staff are trained to remain calm, to utilize de-escalation techniques, demonstrate integrity and when disciplinary incidents occur, staff will respectfully support students working to maintain each students' worth and dignity.</p>		<p>Tier 1 team reviews discipline data to ensure equitable disciplinary outcomes for all students, especially Black boys and youth.</p>
--	--	---

Notes: _____

“I don’t listen to what you say because I see what you do.” James Baldwin

1.9 Professional Development: The goal of professional development is to improve the educational experience and outcomes for all students, especially students of color and specifically Black boys and youth. In order to create equitable systems, schools participate in ongoing trainings that build understanding of institutional racism and examine the impact of current practices on students furthest away from educational justice. If we do not personally and professionally engage in this work, we are personally complicit for the harms resulting from systemic racism. Tier 1 teams will orient all staff on 6 core Tier 1 effective practices: (a) define, teach, and acknowledge school-wide expectations (b) provide positive feedback and behavior specific praise at 5:1 ratio (or higher) (c) continuum of responses/strategies to increase student engagement (d) opportunities to respond (e) relationship-based interactive support (f) requesting tiered support and/or coaching. *Each of these practices are susceptible to implicit bias and if implemented without reflection could perpetuate harm.

Practices/Strategies	Data Sources	Scoring Criteria
----------------------	--------------	------------------

<p>a) Teams are committed to a reflective and ongoing cycle of learning, evaluating, and improving and are committed to dismantling racist practices.</p> <p>b) Teams reduce silos and increase collaboration (i.e. schools actively collaborate across teams and all stakeholders are active participants).</p> <p>c) Professional development opportunities are identified based on system and student/staff/community data.</p> <p>d) Teams partner with local community supports and families to provide professional development that orients staff to the community cultures, values, and historical perspectives.</p> <p>e) Teams have procedures to provide staff with explicit training and practice in specific skills for enhancing shared power structures within the school and classroom community and examining implicit bias and racism.</p> <p>f) Teams access school, community, and district resources to provide staff with explicit training and practice in Educator Self-Care, Verbal De-escalation, Adverse Children Experiences (ACEs), Educator Wellness, Strengths Based Approaches, and all Classroom Practices.</p>	<ul style="list-style-type: none"> • Professional development calendar aligned to the SPS Strategic Plan and CSIP • Tier I is documented in Staff/Community Handbook • Staff Perception of Behavior and Discipline Survey • Request for Tiered Support/Coaching Form • Climate Survey Data • SEL lessons/curriculum • Restorative Practices Measures • Staff retention 	<p>0 = No plan/process to develop/orient staff is in use yet.</p> <p>1 = Plan/process is written; however, all components are not yet in use.</p> <p>2 = Formal plan/process is written and all components (all staff trainings that build understanding of institutional racism and examine the impact of current practices and 6 core Tier 1 Effective practices) are in use.</p>
--	--	---

Notes: _____

—

—

Spirit Building Not Spirit Breaking

1.10 Student/Family/Community Involvement: Student, family, and community partnerships are vital to cultivating safe, welcoming and anti-racist culture and improving the experiences and outcomes for Black boys and youth. These partnerships center student, family, and community voice to ensure the systems that have been co-created in items 1.1-1.9 are having their intended outcome. This will be achieved by understanding historical harm and current experiences to inform the improvement of school systems for students and families furthest from educational justice. It is the responsibility of school staff to develop authentic and collaborative relationships with the community and to establish systems that center their feedback.

Stakeholders (students, families and community members) provide input on all Tier I systems 1.1-1.9 (e.g. school-wide expectations, feedback/acknowledgement, restorative practices) at least every 12 months and/or as data indicates a need.

Practices/Strategies	Data Sources	Scoring Criteria
<p>a) School staff and teams explore the tension and nuances of the cultural tenets between individualism and collectivism. School staff and teams seek representation of students and families furthest from educational justice, understanding that many voices are needed to represent any group. (reference <i>Culturally Responsive teaching and the Brain</i>, chapter 2)</p> <p>b) School staff and Team’s outreach to community includes listening to and learning from communities furthest from educational justice and enacting practices that align with their feedback/input on Tier I systems (Community Circles, Surveys, Focus Groups, Community based meetings, etc.) This should include incentives for participation (e.g. drawings, gift cards, parking spots, swag, etc.)</p> <p>c) School staff and Teams share all information with stakeholders and ensure a system of feedback in multiple languages and modes of delivery (e.g. written, audio, and visual) for transparency of process.</p> <p>d) School staff and stakeholders partner and share volunteer opportunities in the community and in the school (e.g. cultural community based celebrations, school/classroom celebrations, mentoring opportunities, etc.)</p> <p>e) When possible, schools will dedicate a space (classroom, office, part of the library/common area, resource center, etc.) that is warm, welcoming, and safe for families and community. This will provide a space for families to share feedback and access resources and support.</p> <p>f) School staff provide opportunities for anonymous and/or confidential feedback with opportunity for follow-up from school staff.</p>	<ul style="list-style-type: none"> • Formal/Informal Stakeholder interviews/ surveys (climate survey, Instagram/Snapchat surveys, backpack mail, etc.) • Voting results from community/ family events (e.g. school-wide agreements, acknowledgements, etc.) • Team meeting minutes • School newsletters/ website • Sign-in sheet data from front office and/or community space 	<p>0 = Tier I Systems 1.1-1.9 are not co-created with all stakeholders. There is no documentation indicating stakeholder feedback to inform Tier 1 foundations.</p> <p>1 = There is documentation of input on Tier 1 foundations, but not within the past 12 months or input is not from all stakeholders.</p> <p>2 = Documentation exists that students, families and community members have provided feedback on Tier 1 practices within the past 12 months and there are culturally responsive practices that are documented.</p>

Notes: _____

—

Relational *Not* Transactional

1.11 Faculty Implementation: Center relationships and connection with students. The practices outlined below are intended to be relationship-based interactions. School staff are actively implementing Tier 1 practices, demonstrate commitment to and pride

in the system. School staff accept responsibility for sustaining practices that are outlined above and co-created with all stakeholders. Tier I Team collects staff behavior data on universal foundations, such as: defining, teaching, and acknowledging school-wide expectations, providing positive feedback and behavior specific praise at a 5:1 ratio (or higher), engaging in a continuum of responses/strategies to increase student engagement, providing opportunities to respond, and relationship-based interactive support (Move, Use Names, Scan, Acknowledge, Correct – discreetly.) Tier I Team collects the school-wide data 3 times per year and shares this data with all staff and stakeholders.

Practices/Strategies	Data Sources	Scoring Criteria
<p>a) Teams examine data for common reasons (Vulnerable Decision Points) for adult behavior and enact plans to address those reasons. “What is predictable is preventable.”</p> <p>b) Tier I team reviews disaggregated universal data monthly and shares data with stakeholders at least quarterly. This includes formal and informal data. Teams identify disproportionality in Missed Instruction Log (MIL) entries, suspensions, achievement and special education placement data at least quarterly.</p> <p>c) Teams define trends in disaggregated data to identify specific situations when disproportionality is more likely to be evident (e.g. behaviors, locations, time of day, etc.) to eliminate harm and foster engagement.</p> <p>d) Teams use demographic data to partner with their communities to ensure that practices are culturally responsive, immediately address and eliminate harmful practices and which are mindful of implicit bias.</p> <p>e) School teams examine academic and behavioral patterns to make strategic school-wide changes to both the environment and adult practices (not at the individual student level).</p> <p>f) School teams develop and examine restorative data tracking tools (Accountability Contracts, Written Agreements, etc.).</p>	<ul style="list-style-type: none"> • School/District policy • Team meeting minutes • Student outcome data • Access to universal data (restorative practices, achievement, climate survey, attendance, classroom practices self-assessment, Missed Instruction Log, Core Tier I practices, etc.) • Tracking forms for partnering with community groups (sign-in forms) • Formal/informal stakeholder interviews/surveys (climate survey, Instagram/Snapchat surveys, backpack mail, etc.) 	<p>0 = Universal Data is not collected and/or there is no evidence that data is being shared.</p> <p>1 = Universal Data is collected and some evidence that data is shared with staff and stakeholders.</p> <p>2 = Universal Data is collected and used with a precision statement and action plan for continuous improvement of practice and systems at least monthly. Data is shared with staff and stakeholders at least quarterly.</p>

Notes: _____

“The absence of misery does not mean the presence of joy.” Dr. Shawn Ginwright

1.12 Universal Data: Universal data* will be accessed to promote student joy, love, and community. In this data we will center student wellness. Using a restorative framework allows team to look at data collection on an individual/systems accountability level and it allows teams to track and repair harm that was done. We will do this through a restorative framework. Using Tier I data and trends of the entire school system to shape adult behavior and practices. Teams will regularly disaggregate universal data as an effective and objective way to assess and monitor equity in student outcomes.

****Universal data includes data related to restorative practices, achievement, climate survey, attendance, classroom practices self-assessment, Missed Instruction Log, Core Tier I practices, etc.***

Practices/Strategies	Data Sources	Scoring Criteria
<p>a) Teams focus on changing the system rather than the students and engage in explicit conversations around ethnicity/race and the impact of practices.</p> <p>b) Meeting norms are established and co-created with all representatives to ensure a shared power dynamic.</p> <p>c) Facilitator role includes (a) creating a safe space for all team members (b) ensuring that every voice is being heard and centering family and community voices and (c) using culturally inclusive decision-making protocols.</p> <p>d) Teams have ongoing, timely procedures for communicating with their school community (families, students, and community members) to solicit input, communicate questions, concerns, or needs to the Tier 1Team.</p> <p>e) Teams ensure that meeting minutes, goals, data, and decisions are shared with and readily accessible to the school community.</p>	<ul style="list-style-type: none"> • Tier 1 team meeting agendas and minutes • Tier 1 meeting roles descriptions • Tier 1 action plan • Newsletters • Website links to Tier 1 meeting minutes, TFI, Action Plan 	<p>0 = Tier 1 team does not yet use a) a regular meeting format/agenda, b) record minutes, c) have defined meeting roles and norms that ensures equal power and voice among stakeholders, d) have a current action plan, and/or meets when family members are not able to attend.</p> <p>1= Tier 1 team has at least 2 but not all 4 features.</p> <p>2 = Tier 1 team has all four features including centering student and family voice.</p>

Notes: _____

“If you close your eyes to facts, you will learn through accidents.” African Proverb

1.13 Data-based Decision Making: The purpose of data is to define, inform, verify, check fidelity, summarize and share to address/dismantle structural and institutional racism. The essence of this process is to increase student joy, promote positive relationships, and improve outcomes for students, leading to a safe and welcoming environment.

Data will be used to co-create precise well-defined problem(s) and barriers to community wellness. Teams will identify problem(s) in the school community (precision statement: add link) and action plan to identify adult and/or student skills/practices and environmental changes that will promote and/or restore community wellness.

Tier I Teams engage in monthly data-based decision making, with a specific focus on anti-racism and equity. Data that is collected and used must reflect priorities identified by community stakeholders, as well as district personnel. Teams and school staff take responsibility for the outcomes for each student. Racist and inequitable outcomes are examined from a systems perspective.

Practices/Strategies	Data Sources	Scoring Criteria
<p>a) Teams have procedures to ensure that data is shared frequently with stakeholders for input and feedback. Teams have a regular communication cycle in order to record and respond to stakeholder feedback.</p> <p>b) Teams examine the data for patterns that would indicate a need for systemic change.</p> <p>c) When concerning patterns are noted, teams develop action plans with short-term (immediate) response and long-term (information gathering/professional development) solutions.</p> <p>d) Precision statement (link)</p> <p>e) Action Plan (Link)</p>	<ul style="list-style-type: none"> • Data decision rules (link) • School-wide precision statements (link) • Staff professional development calendar • Staff/Community Handbook • Team meeting minutes • Action Plan 	<p>0 = No process/protocol exists, or data is reviewed but not used.</p> <p>1 = Team uses universal data to create precision statements that identify adult and/or student skill/practices and environmental changes that reduce patterns of racism and inequity and identifies patterns promoting student and community wellness. Teams have a regular communication cycle to record and respond to stakeholder feedback. Teams engage in this process less than monthly.</p> <p>2 = Team uses universal data to create precision statements that identify adult and/or student skill/practices and environmental changes that reduce patterns of racism and inequity and identifies patterns promoting student and community wellness. Teams have a regular communication cycle to record and respond to stakeholder feedback. Teams engage in this process monthly.</p>

f) Equity-based problem solving (Link)		
--	--	--

Notes: _____

“Fidelity is the sister of justice.” Horace

1.14 Fidelity Data: Teams, staff and stakeholders are committed to an anti-racist and equitable Tier I system implementation. Fidelity data safeguards that we consistently implement systems and practices as they are intended and outlined above in items 1.1-1.13. Tier I team completes the TFI annually to insure fidelity and continuous improvement.

Practices/Strategies	Data Sources	Scoring Criteria
a) Teams and coaches identify and use data when completing walk-throughs that check for fidelity of practices and evidence of universal systems. Walk-through interviews ensure equitable and targeted and representation of all school and community stakeholders. b) Teams have procedures to collect and use feedback from students, families and community members regarding perceptions of fidelity of implementation for continuous improvement. c) Teams collect feedback in multiple languages and modes of delivery (e.g. written, audio, visual, etc.)	<ul style="list-style-type: none"> • TFI Summary Report • TFI Action Plan • CSIP (Safe and Welcoming Environment) • School policy • Staff/Community Handbook • School newsletters • School website • School-wide expectations and poster in multiple languages 	0 = No Tier I School-wide Tier I fidelity data collected. 1 = Tiered Fidelity Inventory data is collected and has evidence of anti-racist and equitable Tier I systems; however, it is not completed annually. 2 = Tiered Fidelity Inventory data is collected and has evidence of anti-racist and equitable Tier I systems to ensure fidelity and continuous improvement. The TFI is completed annually.

Notes: _____