

16010101T020000
METHOD
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PROPID
Microsoft Exchange Server 2010
Version
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TZID
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Start Date/Time
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-0800
Recurrence Rule
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Start Date/Time
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TZOFFSETFROM
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-0700
Recurrence Rule
FREQ=YEARLY;INTERVAL=1;BYDAY=2SU;BYMONTH=3
Group C - PBIS School Team Training Thur, Jan 23, 2020
Meany - Rm 30
20200123T083000
CONFIRMED
ORGANIZER (CN=PBIS Training Events)
mailto:pbis@seattleschools.org
Attendee mailto:pbis@seattleschools.org
Role REQ-PARTICIPANT
RSVP TRUE
Attendee mailto:jlcolasurdo@seattleschools.org
Role REQ-PARTICIPANT
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Attendee mailto:plhagerty@seattleschools.org
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Attendee <mailto:mlberkenwald@seattleschools.org>
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Attendee <mailto:kemclane@seattleschools.org>

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Role REQ-PARTICIPANT
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Attendee <mailto:awzillig@seattleschools.org>
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Attendee mailto:allison_steinberg@senecacenter.org
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Attendee <mailto:evromanuk@seattleschools.org>
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Attendee <mailto:PSANDER@seattleschools.org>
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Attendee <mailto:jeupshaw@seattleschools.org>
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Attendee <mailto:djwarren@seattleschools.org>
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Attendee <mailto:layoho@seattleschools.org>
Role OPT-PARTICIPANT
RSVP TRUE
Attendee <mailto:niyork@seattleschools.org>
Role OPT-PARTICIPANT
RSVP TRUE

Attachment
CID:7428A442414F31C1837807335A79534284B5094C@namprd04.prod.outlook.com

Attachment
CID:image001.png@01D58293.6CD9E3C0

Description

Reminder: Please submit your DI form Pamela Suaiaunoa. Your training is just around the corner!
Pamela.

New PBIS training notification process to reserve training days on calendars (please accept (even if tentative to put a hold on your calendar.) Thank you!

Hello PBIS School Leaders,

Your 2nd set of PBIS trainings are just around the corner. Attached you will find the District Initiated Substitute Request Form. Please complete the form and send to Pam Suaiaunoa no later than the deadline date noted in step four.

What Tier I & II PBIS School Team Training (Group C)

Date Thursday, January 23, 2020

Hours 8:30 AM - 3:30 PM

Where Meany Middle School Room 30

301 21st AVE East Seattle WA 98122

Central Office funding supports up to 3 substitutes per school team. Please follow steps below:

1. Complete the District Initiated Substitute Request form (attached)
2. Include all attending team members; note classified and certificated
3. List name of pre-arranged substitutes you have contacted and arranged coverage for the PBIS Training

4. IMPORTANT: Submit completed form to Pam Suaiaunoa <<mailto:psuiaunoa@seattleschools.org>> by Thursday, January 16, 2020

Notes:

Do not enter sub requests directly into AESOP or submit DI form directly to the SubOffice, these actions will create funding errors. The correct budget source will be coded at time of submission of DI form to Coordinated School Health.

Clock hours will be available and, as in the past, team members should be prepared to provide for their own beverages and lunch. Should you have further questions please contact your Behavioral Health coach. We are looking forward to seeing you all soon!

Thank you,

Your Behavioral Health Team

[A close up of a sign Description automatically generated]

UID

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01000000080FA1C5F23847C499A2FC0F38B7802F4

Summary

Group C - PBIS School Team Training Thur, Jan 23, 2020

Start Date/Time

20200123T083000

End Date/Time

20200123T153000

Categories

PUBLIC

Priority

5

DTSTAMP

20200116T214616Z

Time Transparency

TRANSPARENT

Status

CONFIRMED

Sequence Number

1

Location

Meany - Rm 30

X-MICROSOFT-CDO-APPT-SEQUENCE

1

X-MICROSOFT-CDO-OWNERAPPTID

-449402909

X-MICROSOFT-CDO-BUSYSTATUS

FREE

X-MICROSOFT-CDO-INTENDEDSTATUS

FREE

X-MICROSOFT-CDO-ALLDAYEVENT

FALSE

X-MICROSOFT-CDO-IMPORTANCE

1

X-MICROSOFT-CDO-INSTTYPE

0

X-MICROSOFT-DONOTFORWARDMEETING

FALSE

X-MICROSOFT-DISALLOW-COUNTER

FALSE

X-MICROSOFT-LOCATIONS

[{"DisplayName":"Meany - Rm 30","LocationAnnotation":"","LocationUri":"","LocationStreet":"","LocationCity":"","LocationState":"","LocationCountry":"","LocationPostalCode":"","LocationFullAddress":""}]



16010101T020000

METHOD

PUBLISH

PRODID

Microsoft Exchange Server 2010

Version

2.0

TZID

Pacific Standard Time

Start Date/Time

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TZOFFSETFROM

-0700

TZOFFSETTO

-0800

Recurrence Rule

FREQ=YEARLY;INTERVAL=1;BYDAY=1SU;BYMONTH=11

16010101T020000

Start Date/Time

16010101T020000

TZOFFSETFROM

-0800

TZOFFSETTO

-0700

Recurrence Rule

FREQ=YEARLY;INTERVAL=1;BYDAY=2SU;BYMONTH=3

Group C - PBIS School Team Training Thur, Jan 23, 2020
Meany - Rm 30
20200123T083000
CONFIRMED

ORGANIZER (CN=PBIS Training Events)
mailto:pbis@seattleschools.org

Attendee mailto:pbis@seattleschools.org
Role REQ-PARTICIPANT
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Attendee mailto:jlcolasurdo@seattleschools.org
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Attendee mailto:plhagerty@seattleschools.org
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Attendee mailto:rmhealy@seattleschools.org
Role REQ-PARTICIPANT
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Attendee mailto:crmattfeld@seattleschools.org
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Attendee mailto:jegasbar@seattleschools.org
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Attendee mailto:rtaylor@seattleschools.org

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Attendee **mailto:eedawson@seattleschools.org**

Role REQ-PARTICIPANT
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Attendee **mailto:eehdavis@seattleschools.org**

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Attendee **mailto:srferrel@seattleschools.org**

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Role OPT-PARTICIPANT
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Attendee **mailto:niyork@seattleschools.org**

Role OPT-PARTICIPANT
RSVP TRUE

Attachment

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Attachment

CID:image001.png@01D58293.6CD9E3C0

Description

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Pamela.

New PBIS training notification process to reserve training days on calendars– please accept (even if tentative to put a hold on your calendar.) Thank you!

Hello PBIS School Leaders,
Your 2nd set of PBIS trainings are just around the corner. Attached you will find the District Initiated Substitute Request Form. Please complete the form and send to Pam Suaiaunoa no later than the deadline date noted in step four.

What Tier I & II PBIS School Team Training – Group C
Date Thursday, January 23, 2020
Hours 8:30 AM – 3:30 PM
Where Meany Middle School – Room 30
301 – 21st AVE East Seattle WA 98122

Central Office funding supports up to 3 substitutes per school team. Please follow steps below:

1. Complete the District Initiated Substitute Request form (attached)
2. Include all attending team members; note classified and certificated
3. List name of pre-arranged substitutes you have contacted and arranged coverage for the PBIS Training
4. IMPORTANT: Submit completed form to Pam Suiuaonoa<mailto:psuiuaonoa@seattleschools.org> by Thursday, January 16, 2020

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Thank you,

Your Behavioral Health Team
[A close up of a sign Description automatically generated]

UID

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Summary

Group C - PBIS School Team Training Thur, Jan 23, 2020

Start Date/Time

20200123T083000

End Date/Time

20200123T153000

Categories

PUBLIC

Priority

5

DTSTAMP

20200116T214616Z

Time Transparency

TRANSPARENT

Status

CONFIRMED

Sequence Number

1

Location

Meany - Rm 30

X-MICROSOFT-CDO-APPT-SEQUENCE

1

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-449402909

X-MICROSOFT-CDO-BUSYSTATUS

FREE

X-MICROSOFT-CDO-INTENDEDSTATUS

FREE

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X-MICROSOFT-CDO-IMPORTANCE

1

X-MICROSOFT-CDO-INSTTYPE

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X-MICROSOFT-DONOTFORWARDMEETING

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X-MICROSOFT-DISALLOW-COUNTER

FALSE

X-MICROSOFT-LOCATIONS

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From: "Lee, Megan C" <mcleee@seattleschools.org>
To: "Pilapil, Trisha B" <tbpilapil@seattleschools.org>, "Glenn, Christopher" <cdglenn@seattleschools.org>
Cc: "Garcia-Andresen, Annabel L" <algarciaandres@seattleschools.org>, "Hagerty, Patricia L" <plhagerty@seattleschools.org>
Subject: FW: Dunlap Tier II Supports Handbook March 2021
Sent: Wed 12/1/2021 11:13:08 PM
[Dunlap Tier II Supports Handbook March 2021.docx](#)
[Dunlap CICO Handbook.docx](#)

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

 PBIS Handbook.docx

Here you go!

From: Hagerty, Patricia L <plhagerty@seattleschools.org>
Sent: Wednesday, March 24, 2021 11:53 AM
To: Glenn, Christopher <cdglenn@seattleschools.org>; Pilapil, Trisha B <tbpilapil@seattleschools.org>; Phillips, William J <wjphillips@seattleschools.org>
Cc: Garcia-Andresen, Annabel L <algarciaandres@seattleschools.org>; Lee, Megan C <mcleee@seattleschools.org>
Subject: Dunlap Tier II Supports Handbook March 2021

Hello DES Tier II Team,

I'm on page 4 of the handbook, but lots of revisions were done if you look at the old one. I can have the rest of this draft finished today. Would love to have you take a look at the old briefly and the new to get a feel for the changes. I attached both.

Is there a time and day identified for coach/mentor training? It would be great to have 90 minutes or at least an hour with some room for questions, scenarios.

Other thoughts in getting this going
Monthly Coach Check In
Parent permission
Revised Daily Pride Card
Entering the data
Tier II Meeting Schedule
Other Tier II Support Descriptions and person for point of contact would be great to include

Thanks all! I look forward to connecting. CC'ing Megan and Annabel for Tier I communication loop.

Take good care,
Tricia

CHECK-IN CHECK-OUT HANDBOOK



Adapted by Zachary Gore
from Bakersfield School District CICO Handbook
and materials at: <http://www.pbisworld.com/>



CHECK-IN CHECK-OUT

Why should I do it?

- Improves student accountability.
- Increases structure.
- Improves student behavior and academics when other interventions have failed.
- Provides feedback and adult support on a daily basis.
- Improves and establishes daily home/school communication and collaboration.
- Improves student organization, motivation, incentive, and reward.
- Helps students to self-monitor and correct.
- Internalizes success and accomplishment of goals.
- Students get involved and excited about the program, enjoying the structure, support, and incentives of the intervention.
- Leads to maintenance free responsible behaviors, habits, and effort.

When should I do it?

- When a student has failed to respond to other interventions and general class management techniques and interventions.
- When a student is completing little to no work.
- When a student is not doing homework.
- When a student is not participating, being involved, or taking part in the learning process.
- When a student has emotional issues, like anxiety, frustration, etc.
- When a student has attention, focus, and impulsivity issues.
- When a student has very poor organization.
- When a student is exhibiting behavioral problems.
- When a student demonstrates low motivation and effort.

How do I do it?

CICO has slight variations from program to program and school to school, but generalized and at its core, this is how to do CICO:

- A student checks in with a specific adult at the start of the school day (each school site has assigned individuals to check-in with students). The adult gives the student a point sheet that lists the goals the student is working on. The adult speaks briefly with the student, reminding them what they need to focus on or any other things to help the student work toward their goals. The idea is to encourage the student and not say negative comments or blame.
- The student goes through their day with the point sheet, working on their goals and having each teacher check how well they did on each goal on their sheet.
- At the end of the day, the student checks out with the same adult they checked in with. The adult briefly talks with the student, asking them how they feel they did, what they did well on, and what they need to work on. The idea is to encourage the student and not make negative blaming statements.
- The student takes their point sheet home to show and discuss with their parent/guardian.
- The parent signs and discusses the point sheet, what the student did well, and what they need to work on. The idea is for the parent to encourage the student and not say negative or blaming comments.
- The student returns the next morning to hand in their sheet. The adult along with the student enter their daily points into a point tracker, and the student receives a new sheet from their CICO adult, starting the process over.

The Tier II Team decides what the overall average point goal is for each week (e.g., 80% of the points each week). The weekly average point goals may be used along with a reward system where the student receives a reward at the end of the week for obtaining their weekly average point level. Depending on the student, you may need to start rewards for reaching the point goal on a daily basis and work up to a week, so instead of reaching 80% of their points for a week, they only need to reach 80% of their daily points for a reward.

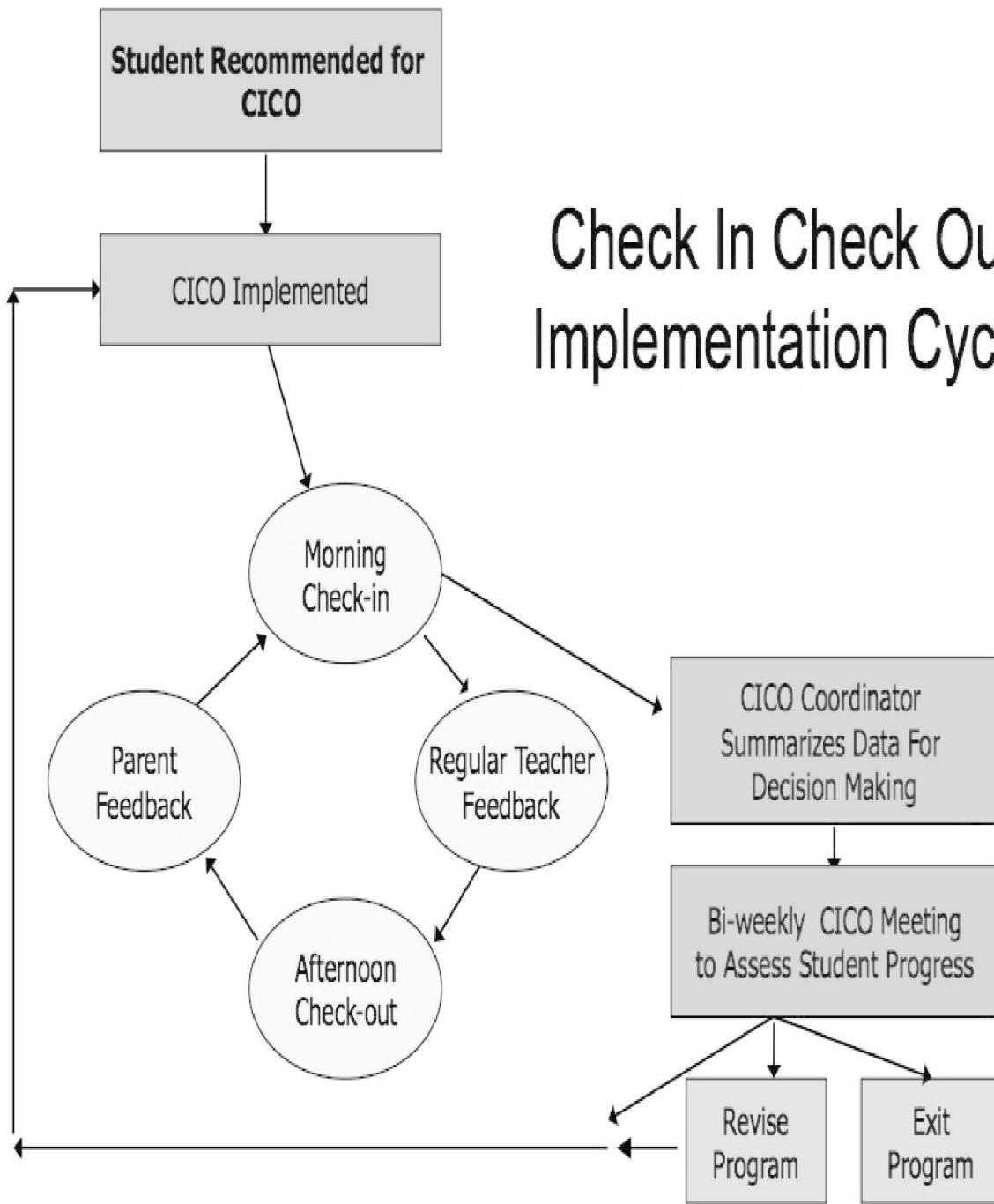
Program Overview

- The CICO process will provide systematic performance feedback for students who have been identified as needing Tier 2 support. This intervention is most appropriate for students who seek or enjoy adult attention.
- This intervention also provides a positive communication link between home and school. The intervention sets students up for success each morning and can be faded to develop student self-management.
- This intervention is designed to enhance student engagement and foster school completion with academic and social competence. The intervention is implemented by a trained coach.
- The coach checks on students daily assessing their engagement with school and learning through close monitoring of their attendance, behavior and grades.
- The coach connects with students, offering targeted and/or individualized intervention (based on degree of disengagement) in partnership with school personnel, families, and community service providers.
- The CICO process will provide systematic performance feedback for students who have been identified as needing Tier II support.
- This intervention is most appropriate for students who seek or enjoy adult attention. This intervention also provides a positive communication link between home and school.

Check-In Check-Out Training (first five days of implementation)

- The goals for the first five days of CICO are that the student, parents/guardians and teachers become familiar with the program and that the student experiences success.
- The student understands the use of the CICO card and the point reward system.
- The student uses the CICO Daily Point Card (DPC) during the day and receives points for positive behavior. He/she receives a daily treat at check-out time for using it. This treat is non-contingent on daily behavior. The student spends points at least once during the week.
- Teachers and all who are involved in check-ins and check outs during the day are supportive, encouraging, and positive with the student.
- The coach (person doing check out at the end of the day) uses the CICO form website to keep track of points earned daily and fills out the DPC, which goes home to parents/guardians.
- Parents/guardians know how students are doing each day when they receive the DPC.

Check In Check Out Implementation Cycle





Check-In Check-Out (CICO)

Date: _____

Student: _____

Parent/Guardian: _____

Congratulations! Your child has been selected to participate in a program at our school. We would like to include _____ in a behavior intervention program called Check-In Check-Out (CICO).

To participate, your child will report to their CICO coach, _____, first thing every morning after arriving to school. During this brief meeting, the CICO coach will review our schoolwide behavior expectations, provide a reminder about daily and weekly goals, and be sure your child is ready to begin the school day. This positive contact sets your child up for success and allows an opportunity for extra adult attention and instruction. Next, throughout the school day, your child's teachers will give specific feedback about performance (Demonstrating Respect, Responsibility, and Safety.) Teacher feedback will be documented using a Daily Point Card (DPC). At the end of the school day, students in the CICO program return to the coach they met with during the morning check in. For this afternoon check out period, coaches help students count and record the number of points earned for appropriate behavior that day. In addition, the facilitator provides positive comments, encouragement for ongoing success and additional instruction if students struggled with a particular period of the day. Finally, your child will be able to earn incentives for meeting behavioral goals.

To support each child's success, we ask parents/guardians to make sure children arrive on time each day for the morning check in and that they review and sign the DPC. A copy of this DPC will be sent home from school each day. We suggest celebrating the successes, briefly noting the challenges, and avoiding contingent consequences.

Most children who participate in the program show rapid gains, enjoy working with the coach, and benefit from additional attention provided by their classroom teacher. While your child is in the program, our school's Tier II Team will monitor data closely. After your child meets his/her program goals we will celebrate with a graduation ceremony.

Sincerely,

Classroom Teacher

_____ and _____
Program Coordinator

Parent/Guardian Phone Contact Script

This is a suggested “script” for calls to parents of children referred to the program. This call is to inform the parents/guardian about the program and answer any questions or concerns about the program.

Hello [parent/guardian name], this is [staff name/title] from Dunlap Elementary. I want to let you know about a new program at our school that we are excited about. It is called Check-In Check-Out. The CICO Program is designed to give more support to some of our students who may have trouble finishing their work, staying on task, or following our school-wide expectations. This program has been in place at other schools and students in the program usually improve their school behavior and enjoy participating, as well.

We, here at Dunlap, think that this program would help [child's name] be more successful at school. For your child to be included, we need your consent and that is why I am calling you today.

I will send a consent form and letter explaining the program that will provide you details and get your signature if you would like to include your student in the program. I will send the forms home this evening and would appreciate it if you could return the consent form signed with your child tomorrow morning. Do you have any other questions?

If you do have questions after you read the packet, you can give me a call at _____.

Thanks so much for your help!

FREQUENTLY ASKED QUESTIONS

Q: How was my child chosen for this program? Is it because he is a bad kid?

A. Students can be nominated through the tier 2 team process. CICO is a program that is effective for a variety of students with a variety of needs. We offer the program to help the students who need a little extra support. Many students benefit from CICO and the need for additional support is completely normal and expected.

Q: How will my child benefit from CICO?

A. CICO is a positive behavior support. Through this program, [child's name] will receive multiple opportunities to positively interact with invested adults at school. Every morning and afternoon, s/he will check in/check out with the same adult. Throughout the day, s/he will carry a Daily Point Card, which teachers will use to rate your child's behavior at frequent intervals. As a result, your child will benefit from recurring feedback regarding his/her behavior, positive adult attention, and positive reinforcement for exhibiting the desired pro-social behaviors. Finally, all participating students are expected to bring their DPC home daily to share their progress with parents/guardians.

Q: How long do students usually participate in the CICO program?

A. Students tend to be part of the CICO program for 6-8 weeks. Our goal for the student is to be a successful "self-manager", so the duration of implementation is dependent on your child's progress.

Q: How are decisions made regarding implementation?

A. Our PBIS team includes teachers, principal, behavioral Intervention Specialist and school psychologist. The team meets regularly two times a month to review the students' progress in the program. All decisions are determined by the group, including teacher and parent/guardian input.

Q: How can I help at home?

A. Research shows that programs like CICO are most successful when the home and school work collaboratively together to support the child. We suggest keeping the interactions positive: celebrating the successes, briefly noting the pitfalls, and avoiding contingent consequences. CICO is a positive support, intended to motivate the student to exhibit pro-social behaviors at school.

Check-In Check-Out (CICO) Progress Letter

Date _____

Student Name _____

Grade _____

Dear _____

(Parent/Guardian Name)

As you know, your child has been participating in the CICO Program here at Dunlap Elementary School. Although your child is bringing home a copy of the Daily Point Card for you to sign, we thought you might like to see the enclosed graph showing your child's progress for the last month. Overall, it looks as if your child is making good progress and is benefiting by participating in the program.

If you have any questions about this graph or about the CICO Program, please feel free to email me at zrgore@seattleschools.org or give me a call at 206-252-7054.

Thank you so much for your continued support of the CICO Program.

Sincerely,

Zachary Gore

CICO Program Coordinator

Check-In Check-Out Teacher Information

1. The CICO program consists of the following components:
 1. Morning “check in” with _____ in _____
 2. Teacher feedback 3-5 times each day
 3. Afternoon “check out” with _____ in _____
 4. Daily home report
2. Each morning, the student will walk directly to _____ to check in. The student will receive his/her daily point card. In addition, the Daily Point Card will be turned in. If the student comes to class before checking in, please remind them to go to _____.
3. During the day, you will provide feedback to the student in the form of points. A “2” indicates great job, a “1” indicates okay, and a “0” indicates a hard time. Please mark the student’s card at the appropriate time, and provide specific verbal feedback about the rating.
4. At the end of the day, the student will walk to _____ to check out. There are several students who need to check out, so please send the student down at the appropriate time. The student will then turn in the card, points will be recorded, and the home report will be completed.
5. Data will be graphed on a regular basis. Copies of the student’s graph will be placed in your mailbox. Please contact **Zachary Gore** if it appears that the program is not working, or if you have other concerns. Thank you for your efforts.

Typical Problems and Solutions

1. The student forgets to “check in”

This is very common, especially for younger students. If the student arrives, and forgets to check in, send him/her to Program Coordinator. It is important that the student checks in. If the problem becomes consistent (2-3 days per week), contact Program Coordinator to come up with a plan.

2. The student loses the card

Pick a place in the classroom to keep the card. You may also tape the card to the student’s desk. Provide verbal reminders to the student to “remember your card.” Do not allow the student to carry the card to lunch or recess unless it is necessary. Start a new card (in your package).

3. The student “loses” the card if they are having a bad day

If the student says that the card is lost after having a bad day, begin to use a new card. If you remember the ratings that you previously gave, record on the new card. Keep the card with you for the rest of the day, but still briefly meet with the student to provide the ratings and feedback.

4. The student arrives late to school

Begin a card (from the packet) and start when the student arrives. When the student arrives, explain that you will start the card, and that they may turn in the previous days’ Daily Point Card (DPC) during check out.

5. The student becomes angry and throws the card or rips it up

Discontinue the card for the day. Explain that having the card is a special privilege, and they must not destroy it. The student should still check out at the end of the day if possible.



Check-In Check-Out Agreement

Student Responsibilities:

1. Remember to go to check in and check out in _____
2. Keep track of Daily Point Card (DPC)
3. Be safe while walking down to _____
4. Bring signed home report everyday

Classroom Teacher Responsibilities:

1. Provide a rating on DPC at designated times
2. Provide reminders to attend check-in and check-out
3. Provide support and encouragement to the student
4. Provide updates to CICO staff

CICO Staff Responsibilities:

1. Check students in and out
2. Provide DPCs
3. Provide updates to classroom teachers

CICO Staff

Classroom Teacher

Student

Check-In Check-Out Contract

I, _____, agree to work to on behaviors that demonstrate our schoolwide expectations:

1. Demonstrate Respect by _____
2. Demonstrate Responsibility by _____
3. Demonstrate Safety by _____

I will work with _____ to keep track of my progress. I understand that I will have a chance to earn a reward each week / day when I meet my goals.

I will try hard to do my best to meet these goals every day.

Student Signature

I will do my best to help _____ meet his/her goals everyday

Signature of Coach

CICO Coach-Student Prompts

Tips for Providing Feedback During Check-In and Check-Out

Things to say at check-in...

- Wow! You brought back your Daily Point Card signed!
- You're here on time again – Great!
- Looks like you're all set to go.
- It's great to see you this morning.
- Looks like you're ready for a good day.
- You're off to a good start!
- You look so nice this morning.
- You look happy to be here this morning.
- I like the way you said, "Good morning!"
- Thanks for coming to check in.
- Sounds like you had a good weekend.
- We missed you yesterday (if student was absent). Nice to see you today.

Things to say at check-out....

- You had a great (awesome, terrific, etc.) day!
- You're right on target.
- You're really working hard!
- You are such a good student.
- You met your goal – wow!
- I know it was a tough day. Thanks for coming to check-out.
- We all have bad days once and awhile, I know you can do it tomorrow.
- You look a little frustrated, what happened?
 - If a student looks upset take a few minutes to "just listen"
- Looks like you were having some trouble today. I know you can turn it around tomorrow.

CICO Teacher-Student Prompts

Tips for Providing Feedback While Filling Out a DPC

Teacher feedback is key. This dialogue *is* the intervention. Your **feedback** at the end of an academic block or class should take 1-3 minutes and be presented in a in a **positive** and **constructive** way.

1) **Speak to the student in private.**

2) **Review the positive behaviors together.** Keep in mind, some students may or may not be able to articulate their behavior. Use *specific* examples, when possible.

- You showed respect by giving me eye contact while you waited on the rug.
- You showed respect and responsibility by raising your hand.
- You showed responsibility by walking to the rug and waiting with a calm body.
- You showed safety when you moved to an empty area to use the jump rope.

3) **Score the DPC (Daily Point Card) together.**

- How many points do you think you earned for Respect?
- How many points do you think you earned for Responsibility?
- How many points for Safety?

4) At the end of the day/class, **encourage the student for the next day.**

- Tomorrow is a new day, and a new chance to show respect. Have a good day.
- I am so impressed with your behavior today. I look forward to seeing you do the same on Monday!

Fading Out Process

Things to consider before “Fading out”

- Determining the appropriate time to fade
- Using self-management
- Tips for increasing success during the fading phase
- Graduation and alumni parties
- How to respond if a student wants to continue participating in the program
- Final consideration

Fading Interventions

- Fading refers to a process of gradually removing CICO intervention components for students who have met program goals.
- Students may be faded from an intervention when they have shown sufficient progress and are meeting at least 80% of the total possible points on a daily basis for at least 6-8 weeks.
- Fading is intended not only to remove the intervention gradually, but also to establish self-monitoring by the student.
- Successful graduates of the CICO Program are students who maintain expected behaviors after the daily check in, regular teacher feedback, data collection, check out, and parent/guardian feedback components are no longer provided (i.e., faded).
- To increase the likelihood of student success after graduation, CICO Program components are typically removed through a systematic and thoughtfully planned fashion rather than abruptly ended all at once.
- Students receive instruction for self-management skills **before** the CICO components are faded.
- Schools with a designated Tier 2 Team, which meets on a regular basis and allows time on the agenda for the CICO Coordinator to present student data, are well suited for discussing students who may be candidates for self-management, fading, and graduation from the program.

**After a student completes CICO, students typically miss their coach and request to return to CICO. In efforts to support students after they graduate from CICO, you can have them provide you with their report cards quarterly and reward them by joining you for lunch or an alumni “CICO party.”*

Reverse Request for Assistance: Interventions Change

(Addressed to Student's Teacher)

Student Name _____ Grade _____

Date _____ IEP (circle one) Yes No

Teacher _____

Based on preliminary data, it has come to our attention that the Tier II Intervention (Check-In Check-Out) is NOT having a significantly positive effect on your student (i.e., he/she "is not responding" well to the intervention). Please identify which additional support/s, you feel, would be the best fit for this youth.

1) _____ No change in behavior support requested at this time, please continue CICO.

2) Social/Academic Instructional Groups

_____ Problem-Solving: To learn replacement behaviors for fighting, arguing etc.
(externalizing behaviors)

_____ Pro-social Skills: To learn replacement behaviors for avoidance, withdrawal etc.
(internalizing behaviors)

3) Academic

_____ Academic Behavior: To learn replacement behaviors for calling out, getting out of seat, behaviors related to homework etc.

_____ Academic skills/content area

4) Individualized Check-In/Check-Out: Same CICO with one or more of the following changes:

_____ Change location of Check-In and/or Check-Out

_____ Change Check-In/Check-Out person (change adult or use a peer instead)

_____ Change Check-In and/or Check-Out time (or add addition time/s)

5) _____ **Mentoring** (Focus is on connection/relationship between one adult and youth, designed/individualized based on youth needs)

Thank you!

Daily Point Cards (DPCs)

DUNLAP DOLPHIN PRIDE		RESPECT • RESPONSIBILITY • SAFETY																	
Student:	Coach:	MON TUE WED THU FRI	Date:																
	Check-In			Reading			Writing			Math			Specialist			Check-Out			TOTALS
	Wow!	Good	Not Yet	Wow!	Good	Not Yet	Wow!	Good	Not Yet	Wow!	Good	Not Yet	Wow!	Good	Not Yet	Wow!	Good	Not Yet	
Respect	☺	☹	☹	☺	☹	☹	☺	☹	☹	☺	☹	☹	☺	☹	☹	☺	☹	☹	
Responsibility	☺	☹	☹	☺	☹	☹	☺	☹	☹	☺	☹	☹	☺	☹	☹	☺	☹	☹	
Safety	☺	☹	☹	☺	☹	☹	☺	☹	☹	☺	☹	☹	☺	☹	☹	☺	☹	☹	
Totals																			___/36
Checked In: Yes or No Checked Out: Yes or No Parent/Guardian Signature: _____ Parent/Guardian Comments (more room on back) _____				2 - Wow! (☺) = Met expectations with positive behavior—0-1 reminders 1 - Good (☹) = Met expectations w/ 2 reminders 0 - Not Yet (☹) = Needed 3 or more reminders Coach Comments (more room on back) _____				Working on this: _____ _____ _____ Goal: ___/36											



DUNLAP DOLPHIN PRIDE

RESPECT • RESPONSIBILITY • SAFETY



Student: _____ Coach: _____ MON TUE WED THU FRI Date: _____

	Check-In			Reading			Writing			Math			Specialist			Check-Out			TOTALS
	Wow!	Good	Not Yet	Wow!	Good	Not Yet	Wow!	Good	Not Yet	Wow!	Good	Not Yet	Wow!	Good	Not Yet	Wow!	Good	Not Yet	
Respect	2	1	0	2	1	0	2	1	0	2	1	0	2	1	0	2	1	0	
Responsibility	2	1	0	2	1	0	2	1	0	2	1	0	2	1	0	2	1	0	
Safety	2	1	0	2	1	0	2	1	0	2	1	0	2	1	0	2	1	0	
Totals																			___/36
Checked In: Yes or No Checked Out: Yes or No Parent/Guardian Signature: _____ Parent/Guardian Comments (more room on back) _____							Wow! (2) = Met expectations with positive behavior—zero or one reminders Good (1) = Met expectations with two reminders Not Yet (0) = Needed three or more reminders Coach Comments (more room on back) _____							Working on this: _____ _____ _____ Goal: ___/36					

Dunlap Pride Tier II SUPPORTS HANDBOOK



Revised by DES Tier II Team March 2021
Adapted by Zachary Gore
from Bakersfield School District CICO Handbook
and materials at: <http://www.pbisworld.com/>



Tier I and Tier II Supports at Dunlap Elementary

Tier II or secondary supports are any services that some students receive but not all students receive. These services and supports supplement or are in addition to Tier I Universal Supports that are in place to support teaching, learning. Tier I systems and practices such as the Dunlap Dolphin Pride expectations, Dunlap Teaching and Learning Matrices, Dolphin Tokens, Dolphin Dollars are in support of 100% of our staff, students, families and whole school learning community. Tier I Universal Supports are aimed at creating a safe, positive, healthy, consistent learning environment that is welcoming and supportive. At Dunlap Tiered Supports are often referred to as Dunlap Pride and in place to foster positive relationships and a whole school community culture that is culturally relevant, highly engaging and fun. We hope all staff, and every and scholar family feel safe, welcomed and joyful as valued members of this learning community.

Tier II or secondary supports are additional services and supports to

Dunlap Pride Dolphin Pride CHECK-IN CHECK-OUT

What is it?

The Dolphin Pride Club/Crew/Pack – Dolphin Pride...”We School!” We are Family! – Name it!

Why should I do it?

- Provides additional positive support and coaching in a strength-based relational way
- Increases structure that supports our scholars
- Can be a positive support for social-emotional/behavioral health and wellness
- Can support or increase academic engagement
- Provides positive feedback and adult coaching support on a daily (*regular*) basis.
- Establishes a positive daily home/school communication and collaboration.
- Can help improve organizational skills and increase motivation through incentives and recognition.
- Helps students to self-monitor and problem solve.
- Supports student success and building an internal sense of accomplishment of goals.
- Students get involved and excited about the positive support and relationship with an adult mentor other than their classroom teacher.
- Students appreciate the structure and consistency and the attention and time with a positive school-based coach/mentor.

Who might be a good match to this school-based support?

- When classroom supports and interventions have been tried for 2-4 weeks and there has been little or no improvement and/or the student may just need a little more support
- When scholars are **not yet** experiencing school success and could benefit from additional support. Examples of supports needed and possible barriers to success include:
 - Incomplete work
 - Limited engagement, participation, or response rates in class and with learning process
 - Need for additional social-emotional, behavioral support and skill building (i.e. strategies, coping tools, ways to overcome or combat anxiety, frustration, attentional/focus, impulsivity)
 - Need for additional structure and organizational support
 - Support and encouragement to foster motivation and relevance

How do I do it?

This Tier II support has slight variations from school to school, but generalized and at its core, this is how to do Dolphin Pride Check In Check Out works:

- A student “checks in” or briefly meets with a school-based coach/mentor just prior to the official start of the school day (each school site has assigned individuals to check-in with students). The coach greets the scholar by name and welcomes them into the space (virtual or in person). After a couple moments for greeting and check in on how they are doing, the coach/mentor gives the scholar a school-based daily progress summary card, called the Dolphin Pride Card at DES, that lists the Dolphin Pride Expectations as well as a goal the student is working on. The adult talks briefly with the student, getting to know them, their strengths, talents and interests and talks with them/coaches them on ways a student might work toward their goals. The morning check in is a brief two-way chat to

encourage the student and support their success as scholars. Communication is positive and offers a problem-solving and skill building focus.

- The student keeps the Dolphin Card with them, they work on their goals and get positive feedback from each teacher and together discuss how well they did and how they can keep making progress toward their goal.
- At the end of the day, the scholar “checks out” ideally with the same coach/mentor they checked in with. The adult briefly talks with the student, asking them how they felt they did, what they did well, and what they need to work on. Again, encouragement, skill building and thoughtful problem-solving is key (the RULER or Second Step Tools can be helpful and familiar).
- Students then take/share their Pride Card with family/caregivers at home to celebrate successes and talk through areas for growth and development.
- The parent signs and discusses the Pride Card with the student and what they did well, and what they may need to work on. Parents encourage the student and shares ideas for ongoing success.
- The student returns or shows the Dolphin Pride Card next morning. The adult along with the student enter their daily points into a point tracker, and the student receives a new Pride Card from their coach/mentor, starting the process over.

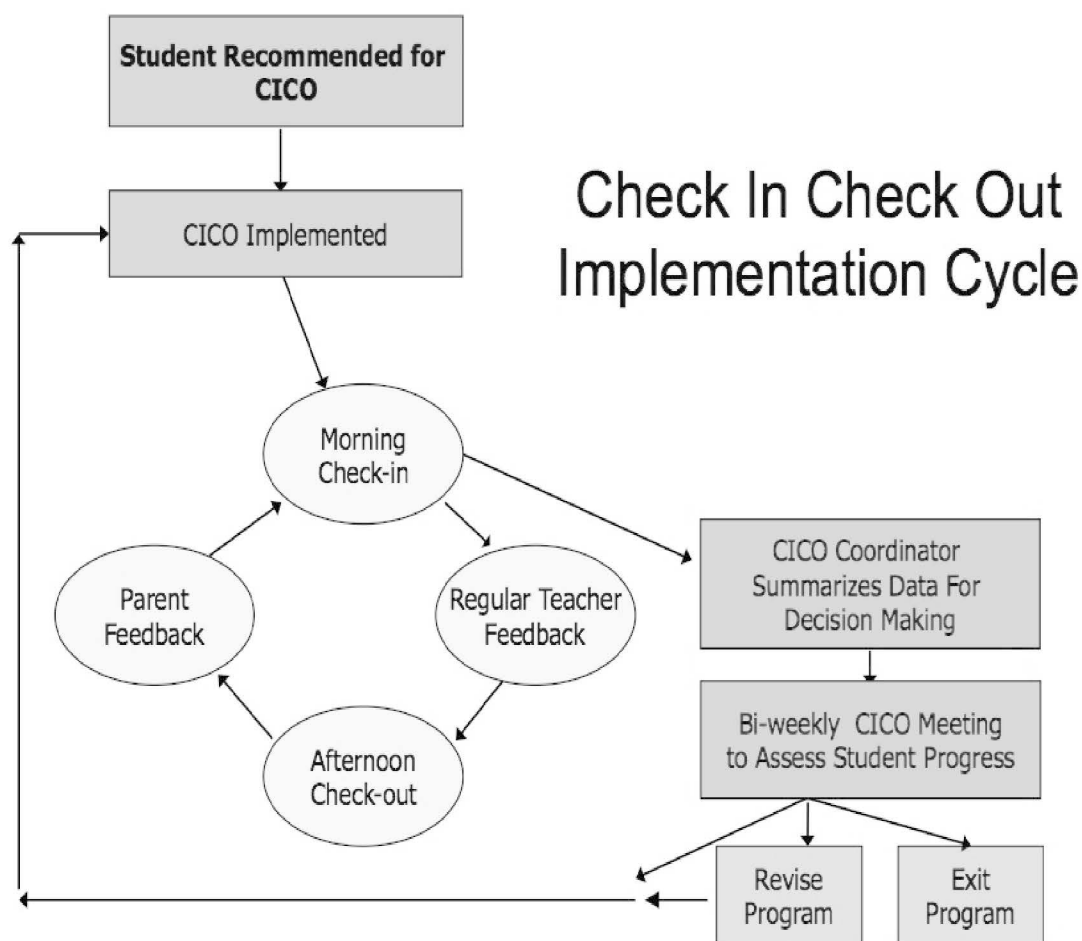
The Tier II Team decides what the overall average point goal is for each week (e.g., 80% of the points each week is a good place to start all students and then data should be reviewed at least weekly). The weekly average point goals may be used along with a incentives where the scholar celebrates their successes and receives small school related items for every 5 days they meet their daily points goal (the 5 days does not have to be consecutive). Depending on the student, there may need to be adjustments in frequency of reinforcement and the type of reinforcement, etc.

Program Overview

- The Check In Check Out process will provide regular feedback for scholars nominated for additional or secondary supports and a good match for CICO.
- This support is most effective for scholars who seek and enjoy one on one attention from adults but can also be effective for others. Slight adaptations may be needed to best meet the scholars need.
- This support also provides a positive and important two-way communication link between home and school. The support aims to set the scholar up for success each morning and can be faded to promote self-management.
- This support is designed to enhance the scholars engagement and foster school success through building academic and social skills. The support is implemented by a trained coach/mentor.
- The coach checks with teachers and parents weekly on how the scholar is progressing as it relates to daily work and assessing their engagement with school and learning through close monitoring of their attendance, behavior, grades and most importantly their overall well-being.
- The coach connects with scholars when possible, offering targeted and/or individualized intervention (based on degree of disengagement) in partnership with the Tier II Team, families, and community-based supports.

Check-In Check-Out Training (first five days of implementation)

- The goals for the first five days of CICO are that the scholar, parents/guardians and teachers become familiar with the program and that the scholar and coach get to know each other fostering a positive relationship and identify what success will look like, set goals and learn about the scholar and family priorities.
- The scholar learns how the Dolphin Pride Card and the point system works.
- The student uses the Daily Pride (DPC) during the day and receives points for positive behavior. He/she receives a daily Dolphin Token or sticker at check-out time for getting the DPC completed. This incentive is non-contingent on daily behavior or goal. The student spends points at least once during the week.
- Teachers and all who are involved in check-ins and check outs during the day are supportive, encouraging, and positive with the student.
- The coach (person doing check out at the end of the day) uses the DPC form website to keep track of points earned daily and fills out the DPC, which goes home to parents/guardians.
- Parents/guardians know how students are doing each day when they receive the DPC.





Check-In Check-Out (CICO)

Date: _____

Student: _____

Parent/Guardian: _____

Hello,

Your child has been nominated to participate in a short term support at our school. We would like to include _____ in an additional support called Check-In Check-Out (CICO).

To participate, your child will report to their CICO coach, _____, first thing every morning after arriving to school. During this brief meeting, the CICO coach will review our schoolwide behavior expectations, provide a reminder about daily and weekly goals, and be sure your child is ready to begin the school day. This positive contact sets your child up for success and allows an opportunity for extra adult attention and instruction. Next, throughout the school day, your child's teachers will give specific feedback about performance (Demonstrating Respect, Responsibility, and Safety.) Teacher feedback will be documented using a Daily Point Card (DPC). At the end of the school day, students in the CICO program return to the coach they met with during the morning check in. For this afternoon check out period, coaches help students count and record the number of points earned for appropriate behavior that day. In addition, the facilitator provides positive comments, encouragement for ongoing success and additional instruction if students struggled with a particular period of the day. Finally, your child will be able to earn incentives for meeting behavioral goals.

To support each child's success, we ask parents/guardians to make sure children arrive on time each day for the morning check in and that they review and sign the DPC. A copy of this DPC will be sent home from school each day. We suggest celebrating the successes, briefly noting the challenges, and avoiding contingent consequences.

Most children who participate in the program show rapid gains, enjoy working with the coach, and benefit from additional attention provided by their classroom teacher. While your child is in the program, our school's Tier II Team will monitor data closely. After your child meets his/her program goals we will celebrate with a graduation ceremony.

Sincerely,

Classroom Teacher

_____ and _____
Program Coordinator

Parent/Guardian Phone Contact Script

This is a suggested “script” for calls to parents of children referred to the program. This call is to inform the parents/guardian about the program and answer any questions or concerns about the program.

Hello [parent/guardian name], this is [staff name/title] from Dunlap Elementary. I want to let you know about a new program at our school that we are excited about. It is called Check-In Check-Out. The CICO Program is designed to give more support to some of our students who may have trouble finishing their work, staying on task, or following our school-wide expectations. This program has been in place at other schools and students in the program usually improve their school behavior and enjoy participating, as well.

We, here at Dunlap, think that this program would help [child's name] be more successful at school. For your child to be included, we need your consent and that is why I am calling you today.

I will send a consent form and letter explaining the program that will provide you details and get your signature if you would like to include your student in the program. I will send the forms home this evening and would appreciate it if you could return the consent form signed with your child tomorrow morning. Do you have any other questions?

If you do have questions after you read the packet, you can give me a call at _____.

Thanks so much for your help!

FREQUENTLY ASKED QUESTIONS

Q: How was my child chosen for this program? Is it because he is a bad kid?

A. Students can be nominated through the tier 2 team process. CICO is a program that is effective for a variety of students with a variety of needs. We offer the program to help the students who need a little extra support. Many students benefit from CICO and the need for additional support is completely normal and expected.

Q: How will my child benefit from CICO?

A. CICO is a positive behavior support. Through this program, [child's name] will receive multiple opportunities to positively interact with invested adults at school. Every morning and afternoon, s/he will check in/check out with the same adult. Throughout the day, s/he will carry a Daily Point Card, which teachers will use to rate your child's behavior at frequent intervals. As a result, your child will benefit from recurring feedback regarding his/her behavior, positive adult attention, and positive reinforcement for exhibiting the desired pro-social behaviors. Finally, all participating students are expected to bring their DPC home daily to share their progress with parents/guardians.

Q: How long do students usually participate in the CICO program?

A. Students tend to be part of the CICO program for 6-8 weeks. Our goal for the student is to be a successful "self-manager", so the duration of implementation is dependent on your child's progress.

Q: How are decisions made regarding implementation?

A. Our PBIS team includes teachers, principal, behavioral Intervention Specialist and school psychologist. The team meets regularly two times a month to review the students' progress in the program. All decisions are determined by the group, including teacher and parent/guardian input.

Q: How can I help at home?

A. Research shows that programs like CICO are most successful when the home and school work collaboratively together to support the child. We suggest keeping the interactions positive: celebrating the successes, briefly noting the pitfalls, and avoiding contingent consequences. CICO is a positive support, intended to motivate the student to exhibit pro-social behaviors at school.

Check-In Check-Out (CICO) Progress Letter

Date _____

Student Name _____

Grade _____

Dear _____

(Parent/Guardian Name)

As you know, your child has been participating in the CICO Program here at Dunlap Elementary School. Although your child is bringing home a copy of the Daily Point Card for you to sign, we thought you might like to see the enclosed graph showing your child's progress for the last month. Overall, it looks as if your child is making good progress and is benefiting by participating in the program.

If you have any questions about this graph or about the CICO Program, please feel free to email me at zrgore@seattleschools.org or give me a call at 206-252-7054.

Thank you so much for your continued support of the CICO Program.

Sincerely,

Zachary Gore

CICO Program Coordinator

Check-In Check-Out Teacher Information

1. The CICO program consists of the following components:
 1. Morning “check in” with _____ in _____
 2. Teacher feedback 3-5 times each day
 3. Afternoon “check out” with _____ in _____
 4. Daily home report

2. Each morning, the student will walk directly to _____ to check in. The student will receive his/her daily point card. In addition, the Daily Point Card will be turned in. If the student comes to class before checking in, please remind them to go to _____.

3. During the day, you will provide feedback to the student in the form of points. A “2” indicates great job, a “1” indicates okay, and a “0” indicates a hard time. Please mark the student’s card at the appropriate time, and provide specific verbal feedback about the rating.

4. At the end of the day, the student will walk to _____ to check out. There are several students who need to check out, so please send the student down at the appropriate time. The student will then turn in the card, points will be recorded, and the home report will be completed.

5. Data will be graphed on a regular basis. Copies of the student’s graph will be placed in your mailbox. Please contact **Zachary Gore** if it appears that the program is not working, or if you have other concerns. Thank you for your efforts.

Typical Problems and Solutions

1. The student forgets to “check in”

This is very common, especially for younger students. If the student arrives, and forgets to check in, send him/her to Program Coordinator. It is important that the student checks in. If the problem becomes consistent (2-3 days per week), contact Program Coordinator to come up with a plan.

2. The student loses the card

Pick a place in the classroom to keep the card. You may also tape the card to the student’s desk. Provide verbal reminders to the student to “remember your card.” Do not allow the student to carry the card to lunch or recess unless it is necessary. Start a new card (in your package).

3. The student “loses” the card if they are having a bad day

If the student says that the card is lost after having a bad day, begin to use a new card. If you remember the ratings that you previously gave, record on the new card. Keep the card with you for the rest of the day, but still briefly meet with the student to provide the ratings and feedback.

4. The student arrives late to school

Begin a card (from the packet) and start when the student arrives. When the student arrives, explain that you will start the card, and that they may turn in the previous days’ Daily Point Card (DPC) during check out.

5. The student becomes angry and throws the card or rips it up

Discontinue the card for the day. Explain that having the card is a special privilege, and they must not destroy it. The student should still check out at the end of the day if possible.



Check-In Check-Out Agreement

Student Responsibilities:

1. Remember to go to check in and check out in _____
2. Keep track of Daily Point Card (DPC)
3. Be safe while walking down to _____
4. Bring signed home report everyday

Classroom Teacher Responsibilities:

1. Provide a rating on DPC at designated times
2. Provide reminders to attend check-in and check-out
3. Provide support and encouragement to the student
4. Provide updates to CICO staff

CICO Staff Responsibilities:

1. Check students in and out
2. Provide DPCs
3. Provide updates to classroom teachers

CICO Staff

Classroom Teacher

Student

Check-In Check-Out Contract

I, _____, agree to work to on behaviors that demonstrate our schoolwide expectations:

1. Demonstrate Respect by _____
2. Demonstrate Responsibility by _____
3. Demonstrate Safety by _____

I will work with _____ to keep track of my progress. I understand that I will have a chance to earn a reward each week / day when I meet my goals.

I will try hard to do my best to meet these goals every day.

Student Signature

I will do my best to help _____ meet his/her goals everyday

Signature of Coach

CICO Coach-Student Prompts

Tips for Providing Feedback During Check-In and Check-Out

Things to say at check-in...

- Wow! You brought back your Daily Point Card signed!
- You're here on time again – Great!
- Looks like you're all set to go.
- It's great to see you this morning.
- Looks like you're ready for a good day.
- You're off to a good start!
- You look so nice this morning.
- You look happy to be here this morning.
- I like the way you said, "Good morning!"
- Thanks for coming to check in.
- Sounds like you had a good weekend.
- We missed you yesterday (if student was absent). Nice to see you today.

Things to say at check-out....

- You had a great (awesome, terrific, etc.) day!
- You're right on target.
- You're really working hard!
- You are such a good student.
- You met your goal – wow!
- I know it was a tough day. Thanks for coming to check-out.
- We all have bad days once and awhile, I know you can do it tomorrow.
- You look a little frustrated, what happened?
 - If a student looks upset take a few minutes to "just listen"
- Looks like you were having some trouble today. I know you can turn it around tomorrow.

CICO Teacher-Student Prompts

Tips for Providing Feedback While Filling Out a DPC

Teacher feedback is key. This dialogue *is* the intervention. Your **feedback** at the end of an academic block or class should take 1-3 minutes and be presented in a in a **positive** and **constructive** way.

1) **Speak to the student in private.**

2) **Review the positive behaviors together.** Keep in mind, some students may or may not be able to articulate their behavior. Use *specific* examples, when possible.

- You showed respect by giving me eye contact while you waited on the rug.
- You showed respect and responsibility by raising your hand.
- You showed responsibility by walking to the rug and waiting with a calm body.
- You showed safety when you moved to an empty area to use the jump rope.

3) **Score the DPC (Daily Point Card) together.**

- How many points do you think you earned for Respect?
- How many points do you think you earned for Responsibility?
- How many points for Safety?

4) At the end of the day/class, **encourage the student for the next day.**

- Tomorrow is a new day, and a new chance to show respect. Have a good day.
- I am so impressed with your behavior today. I look forward to seeing you do the same on Monday!

Fading Out Process

Things to consider before “Fading out”

- Determining the appropriate time to fade
- Using self-management
- Tips for increasing success during the fading phase
- Graduation and alumni parties
- How to respond if a student wants to continue participating in the program
- Final consideration

Fading Interventions

- Fading refers to a process of gradually removing CICO intervention components for students who have met program goals.
- Students may be faded from an intervention when they have shown sufficient progress and are meeting at least 80% of the total possible points on a daily basis for at least 6-8 weeks.
- Fading is intended not only to remove the intervention gradually, but also to establish self-monitoring by the student.
- Successful graduates of the CICO Program are students who maintain expected behaviors after the daily check in, regular teacher feedback, data collection, check out, and parent/guardian feedback components are no longer provided (i.e., faded).
- To increase the likelihood of student success after graduation, CICO Program components are typically removed through a systematic and thoughtfully planned fashion rather than abruptly ended all at once.
- Students receive instruction for self-management skills **before** the CICO components are faded.
- Schools with a designated Tier 2 Team, which meets on a regular basis and allows time on the agenda for the CICO Coordinator to present student data, are well suited for discussing students who may be candidates for self-management, fading, and graduation from the program.

**After a student completes CICO, students typically miss their coach and request to return to CICO. In efforts to support students after they graduate from CICO, you can have them provide you with their report cards quarterly and reward them by joining you for lunch or an alumni “CICO party.”*

Reverse Request for Assistance: Interventions Change

(Addressed to Student's Teacher)

Student Name _____ Grade _____

Date _____ IEP (circle one) Yes No

Teacher _____

Based on preliminary data, it has come to our attention that the Tier II Intervention (Check-In Check-Out) is NOT having a significantly positive effect on your student (i.e., he/she "is not responding" well to the intervention). Please identify which additional support/s, you feel, would be the best fit for this youth.

1) _____ No change in behavior support requested at this time, please continue CICO.

2) Social/Academic Instructional Groups

_____ Problem-Solving: To learn replacement behaviors for fighting, arguing etc.
(externalizing behaviors)

_____ Pro-social Skills: To learn replacement behaviors for avoidance, withdrawal etc.
(internalizing behaviors)

3) Academic

_____ Academic Behavior: To learn replacement behaviors for calling out, getting out of seat, behaviors related to homework etc.

_____ Academic skills/content area

4) Individualized Check-In/Check-Out: Same CICO with one or more of the following changes:

_____ Change location of Check-In and/or Check-Out

_____ Change Check-In/Check-Out person (change adult or use a peer instead)

_____ Change Check-In and/or Check-Out time (or add addition time/s)

5) _____ **Mentoring** (Focus is on connection/relationship between one adult and youth, designed/individualized based on youth needs)

Thank you!

Daily Point Cards (DPCs)

DUNLAP DOLPHIN PRIDE		RESPECT • RESPONSIBILITY • SAFETY																	
Student: _____		Coach: _____		MON TUE WED THU FRI		Date: _____													
	Check-In			Reading			Writing			Math			Specialist			Check-Out			TOTALS
	Wow!	Good	Not Yet	Wow!	Good	Not Yet	Wow!	Good	Not Yet	Wow!	Good	Not Yet	Wow!	Good	Not Yet	Wow!	Good	Not Yet	
Respect	☺	☹	☹	☺	☹	☹	☺	☹	☹	☺	☹	☹	☺	☹	☹	☺	☹	☹	
Responsibility	☺	☹	☹	☺	☹	☹	☺	☹	☹	☺	☹	☹	☺	☹	☹	☺	☹	☹	
Safety	☺	☹	☹	☺	☹	☹	☺	☹	☹	☺	☹	☹	☺	☹	☹	☺	☹	☹	
Totals																			___/36
Checked In: Yes or No Checked Out: Yes or No Parent/Guardian Signature: _____ Parent/Guardian Comments (more room on back) _____				2 - Wow! (☺) = Met expectations with positive behavior—0-1 reminders 1 - Good (☹) = Met expectations w/ 2 reminders 0 - Not Yet (☹) = Needed 3 or more reminders Coach Comments (more room on back) _____				Working on this: _____ _____ _____ Goal: ___/36											



DUNLAP DOLPHIN PRIDE

RESPECT • RESPONSIBILITY • SAFETY



Student: _____ Coach: _____ MON TUE WED THU FRI Date: _____

	Check-In			Reading			Writing			Math			Specialist			Check-Out			TOTALS
	Wow!	Good	Not Yet	Wow!	Good	Not Yet	Wow!	Good	Not Yet	Wow!	Good	Not Yet	Wow!	Good	Not Yet	Wow!	Good	Not Yet	
Respect	2	1	0	2	1	0	2	1	0	2	1	0	2	1	0	2	1	0	
Responsibility	2	1	0	2	1	0	2	1	0	2	1	0	2	1	0	2	1	0	
Safety	2	1	0	2	1	0	2	1	0	2	1	0	2	1	0	2	1	0	
Totals																			___/36
Checked In: Yes or No Checked Out: Yes or No Parent/Guardian Signature: _____ Parent/Guardian Comments (more room on back) _____							Wow! (2) = Met expectations with positive behavior—zero or one reminders Good (1) = Met expectations with two reminders Not Yet (0) = Needed three or more reminders Coach Comments (more room on back) _____							Working on this: _____ _____ _____ Goal: ___/36					



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
<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 1 Team.</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: _____

“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>
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“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
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“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>

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“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>
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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>
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“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
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<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>
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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>

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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>

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“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>

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“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)		
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“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>

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

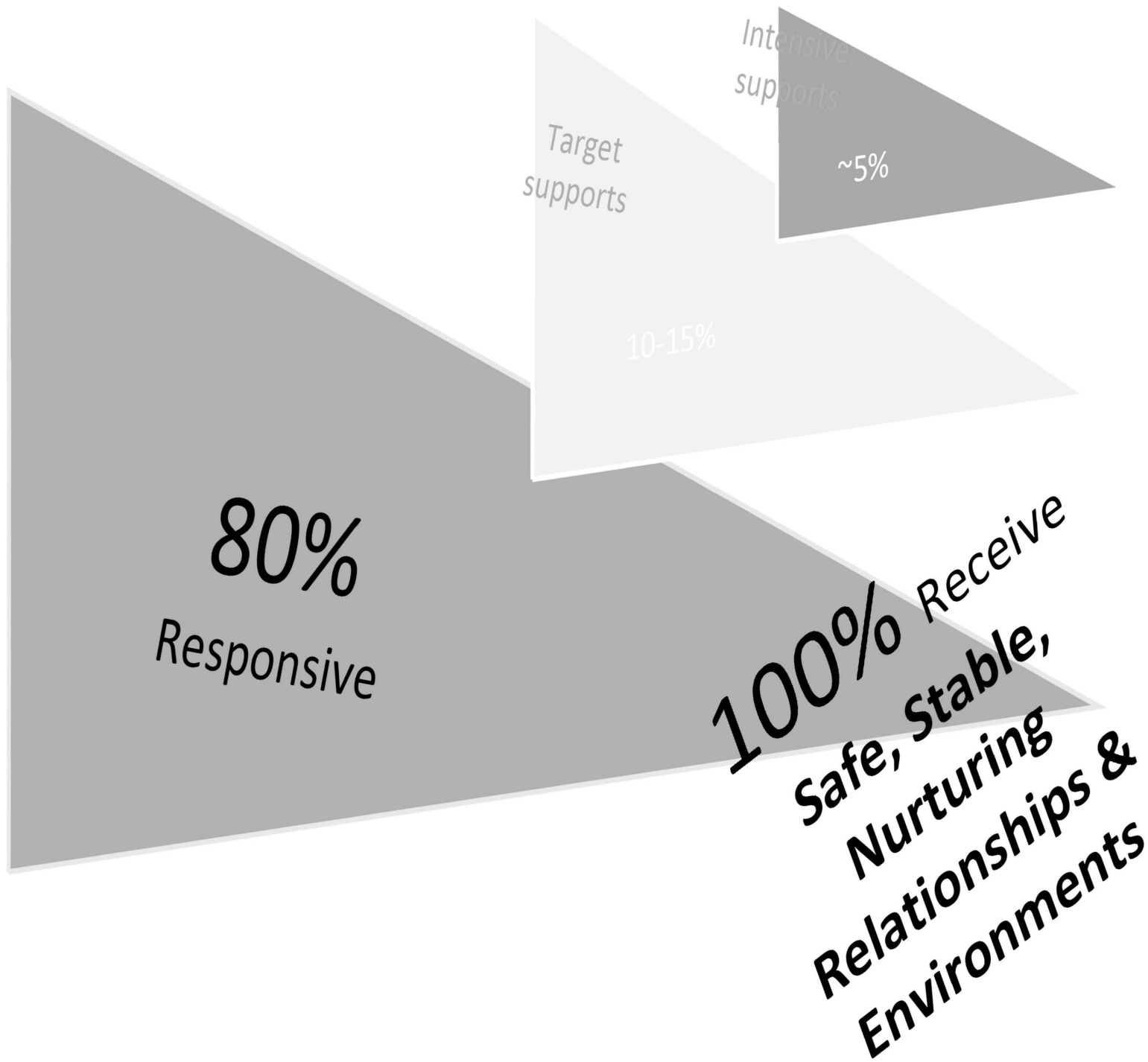
Change Team(s) to Tier I Team?





Safe and Welcoming Environment: Tier I Systems

Coordinated School Health



Seattle Tiered Fidelity Inventory Tier I

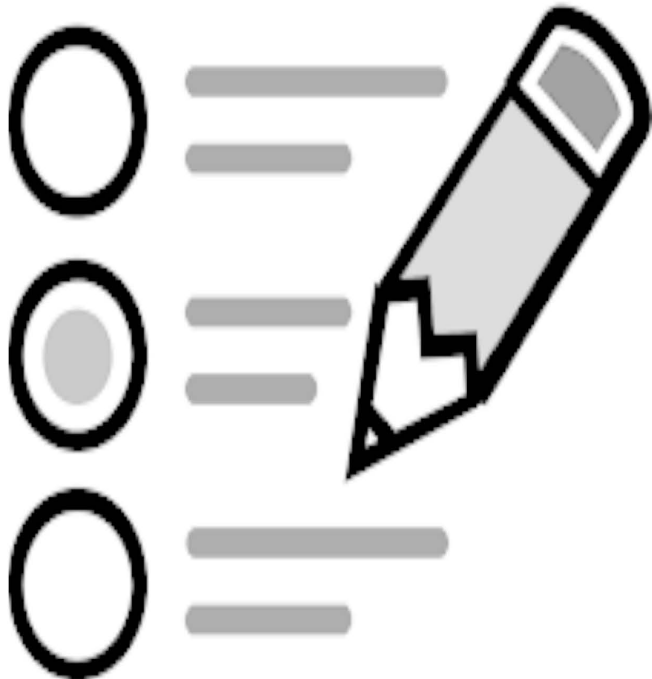


Introduction and Purpose:

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.”

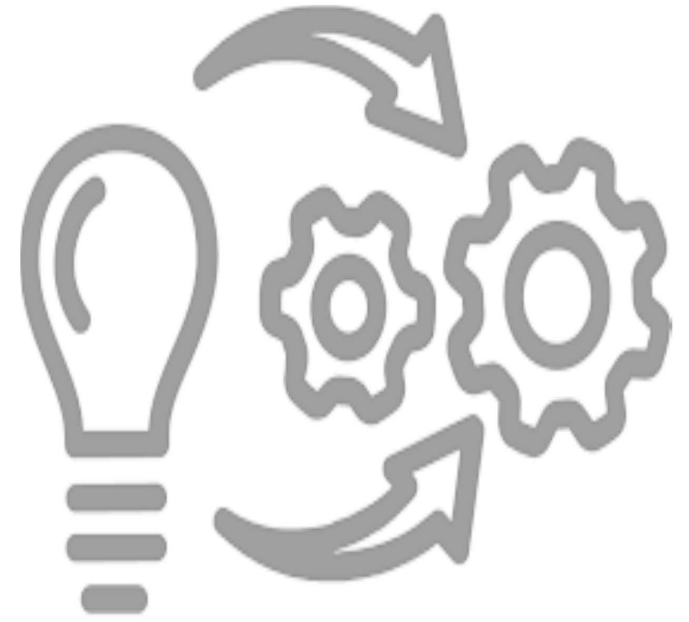
1.6 Classroom Procedures

“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