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| **District/School/Classroom Environment** |
| **INITIATIVE** | **PRE-INITIATION STAGE** | **INITIATION STAGE** | **DEVELOPING STAGE** | **SUSTAINING STAGE** |
| **Safe and Secure Learning Environments** | * Although policies and procedures that promote a safe and orderly environment exist, they are not effective in producing their desired result
* Some efforts are underway to move toward the goal of a safer and more orderly environment
 | * School administration and staff members are working together to create a safer and more orderly environment
* A committee comprised of staff and school administration create unified school-wide and classroom expectations
* A committee comprised of staff and school administration creates an RTI for student behavioral supports
* A committee comprised of staff and school administration agrees on discipline procedures and policies, such as major versus minor incident
 | * Staff are a visible presence at the school encouraging and modeling positive behaviors
* All staff members share responsibility for teaching students school-wide behaviors; students can be observed supporting and encouraging respectful and collaborative behavior throughout the school
* Student discipline data is monitored weekly to identify students who need additional support for correcting behaviors or additional Tier II or III level supports
* The school’s physical plan is well-maintained and areas considered unsafe are closely monitored
 | * Staff, students, and parents are consulted on an annual basis to inform policy and procedural decisions that enhance the safety and orderliness of the school
* Students participate in engaging courses resulting in few students in hallways during class periods
* Student committees lead school-wide expectation lessons and model positive behavior for other students
* Staff members maximize instructional time by maintaining discipline and an orderly classroom environment
* Adults and students consistently use school-wide strategies to intervene when they observe inappropriate behavior, such as bullying, teasing or harassment
* All teachers have clearly established behavioral expectations and routines that reflect the school-wide goals for safety and orderliness and they are consistently enforced and followed by all of their students.
* The school is viewed as a safe place by the community
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| **INITIATIVE** | **PRE-INITIATION STAGE** | **INITIATION STAGE** | **DEVELOPING STAGE** | **SUSTAINING STAGE** |
| **Positive Relationships and Environments** | * A school-wide support and behavior plan is in the process of being adopted
* Few students, families or staff get recognized
* Few students, families or staff feel valued
* Few students, families, or staff are included
* Few students have opportunities to learn from corrective action
* Few staff members and stakeholders believe the plan is fair and consistent
 | * A school-wide support and behavior plan is in place, but not consistently applied
* Some students, families, and staff get recognized
* Some students, families, and staff feel valued
* Some students, families, and staff are included
* Some students have opportunities to learn from corrective action
* Some staff members and stakeholders believe the plan is fair and consistent
 | * A school-wide support and behavior plan is consistently being applied
* Most students, families, and staff get recognized
* Most students, families, and staff feel valued
* Most students, families, and staff are included
* Most students have opportunities to learn from corrective action
* Most staff members and stakeholders believe the plan is fair and consistent
 | * A school-wide support and behavior plan is fully implemented with Tier I, II, and III interventions
* All students, families, and staff get recognized
* All students, , families, and staff feel valued
* All students, families, and staff are included
* All students have opportunities to learn from corrective action
* All staff members and stakeholders believe the plan is fair and consistent
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