Culture and Climate

13. At risk and drop-out prevention

A. Early Warning Systems

i. All schools within the district identify students at-risk of academic failure through weekly team meetings or another building intervention team (BIT) approach. This includes data evaluation to identify students with behavioral issues, chronic absenteeism, and low academic performance. It also includes monitoring data related to homelessness, poverty, and mobility.
https://drive.google.com/drive/folders/0AFVeQTLVJ7kbUk9PVA

Josh and Ben
At risk and student drop-out prevention
Early warning systems
SVHS Drop out evidence
Counselors tracking evidence
All buildings- Grade level PLC meetings about academic at risk kids- need doc

Behavioral assessment (Brandon)
Kory H- ZAP document- F list program
Kory H- Tutoring bus-extended Day
District- Attendance policy

ii. High schools conduct 9th and 10th grade credit checks to determine whether students are on-track to graduate.
Josh Frazier- From counselors- High schools conduct 9th and 10th grade credit checks to determine whether students are on-track to graduate.

iii. The district recognizes dropping out of school as a process rather than an event, and monitoring of at-risk behavior begins in early elementary.
Tyler Jack- Application process/policy for Swift Creek

B. Drop-out prevention strategies

i. The district has reviewed evidence-based dropout prevention interventions i.e. National Dropout Prevention Center strategies) and has incorporated them throughout the district system. These interventions include Career Technical Education, and parent and community engagement around dropout prevention, as well as processes to enable seamless transitions between schools.

Josh and Ben for screening
Credit recovery
SVHS- Swift Creek- Programs, handbook, that align to evidence based interventions - Create document to support systematic implementation and documentation of programs (find a clearing house)

SVHS-
CTE guidance and pathway counseling
CRT
Work release
District Automotive program

All schools-
Transition visits
Staff transition meetings

ii.Intensive intervention, rather than failing grades and retention, is viewed as the solution for low student performance. However, students that have lost credit are provided credit recovery options like zero hour and online courses during the school year, and summer school credit recovery options.

SVHS- credit recovery program

SVMS
English and math extension classes are offered to students along with Tutorial classes. These interventions give students an opportunity to get extra help where gaps are identified by the student's team.
RIF=Remediation, Intervention and Flex time is built into our daily schedule to offer students help in those areas.

STARS=This an opportunity for teachers to have a smaller group of students for the entire year where they develop relationships and help those students when they see academic and social struggles. STARS teachers discuss their students in team meetings and look for strategies to help those identified students.

Elementary
Tutoring logs that align with data ie AIMS, STAR

iii. School leaders, teachers, and support staff take collective responsibility for all students and put policies, processes and structures in place to <mark>eliminate student push-out, improve attendance, reduce behavioral referrals and out of school suspensions, and to provide academic interventions</mark> to assist all students to increase performance and achieve proficiency.

Building psych
BIT
CPT meetings
Title I
IC and letters for attendance
PLC and the wheel

14. School Culture, Climate and Safety

A. School Environment

i. All stakeholder groups (board, leaders, staff, student, families and community) consistently treat each other with kindness, respect, and forgiveness, and work collectively to create a positive culture. This includes regular rituals and celebration, and norms, values, mission, vision, and beliefs that are visible and stated. Social media shows positive communications and celebrations.

Ii. Students and teachers access CLASSY, a locally developed program that promotes positive psychology and builds relationships among students and staff using service, goal setting, and social skill training. Schools also address harassment and bullying through social and emotional programs such as CLASSY and Love is Greater than Hate. (Authored by Brooks Gibbs)

iii. Internal school climate surveys indicate that safe, supportive conditions are in place that enable collaboration, innovation, professional growth, and learning for adults and students.

iiii. The district has a crisis management plan that is appropriately shared and frequently revised to meet the needs of all stakeholders. Environmental protection, trained personnel, student and staff training and support are provided to ensure physical and emotional safety.

https://drive.google.com/drive/folders/0AHoIqZepsOqZUk9PVA

B. Teacher-Student Relationships

i. Teachers have developed positive personal relationships with each student while consistently maintaining the expectation that each student will do their best work. Teachers show pride in all of their students by displaying student work and inviting others to see student's work. Positive communication with parents of all students is routinely initiated by all teachers.

ii. Teachers use an intentional strategy to form a positive connection with all students, paying close attention to the nature and needs of each individual student. Teachers avoid sarcasm, put-downs and other teacher actions that damage relationships and impede learning.

iii. All teachers attend student events and activities outside of the classroom, and talk with all students about outside events. All teachers structure time to ensure that they have time for brief conversations with each student, and use tracking systems to remember and recognize dates and events that are important to students.

15. Student activities

A. Academic Activities

i. Board policies indicate the importance of student activities, including field trips, fairs, service learning, extracurricular clubs and organizations, band, and organized athletic activities. Budget allocations, building use, and transportation are provided for activities.

ii. Data are kept related to activity participation, and used in development of school improvement plans. All students are informed of opportunities and are actively recruited into activities.

iii. Coaches and sponsors are paid for supervising and directing student activities, and a formal policy or procedure is in place for adding new clubs, organizations, or teams.

B. Athletic Activities

i. The district ensures that eligibility requirements and fees are not a barrier to participation for low-income students. Fundraising and grants are used to ensure that students with financial need are provided assistance with uniforms, necessary equipment, and travel expenses.

Create narrative- Kristie and Val

ii. Participation in all activities, including formal athletics, is recognized and celebrated through social media and through assemblies. School mascots, uniforms, school colors, letter jackets, etc. are important symbols of participation.

Create Narrative- Kristie
Assembly agenda
Policy for earning a letter
Social media webpage link
Athlete visits

iii. Coaches and sponsors are paid for supervising and directing student activities, and a formal policy or procedure is in place for adding new clubs, organizations, or teams.

Code of conduct found in the student handbook, coaches handbook, Parent meeting before the season starts.