**Tier I Inputs**
- Vision and goals for climate in SDP schools shared by district, school, City, and community partners
- Funding for evidence-based Tier I social-emotional programming
- Dedicated time each year for climate PD and training
- District expertise & capacity to support implementation & monitoring of climate programs, Offices of Climate & Safety; Prevention & Intervention; Research & Evaluation; Student Rights & Responsibilities; PESO
- School-level staff with clearly delineated roles, responsibilities, & position requirements
  - Administrators, teachers, counselors, social workers, climate staff, school officers
- OSS provides schools with strategic differentiated supports
- Dedicated time each month for school-level climate planning
- Teachers and instructional support staff

**Tier I Activities**
- OSS works with FACE, other offices to communicate with stakeholders about climate goals and Tier I programs
- SDP trains and incentivizes school leaders to support shared climate goals
- OSS collaborates with preferred partners to provide role-specific climate training and coaching support for all school staff
- OSS and PESO collaborate to support schools in specifying Tier I climate programming in schoolwide plans and in monitoring implementation
- Teachers implement Tier I climate programs with fidelity
- Coaches & SBTLs support classroom implementation of Climate programming

**Tier I Outputs**
- School leaders, staff, students, and families recognize shared climate vision, norms, and expectations
- All school staff explicitly practice, teach, and model self-regulation, relationship-building, and conflict resolution
- All school staff consistently incentivize positive behavior
- All school staff use social-emotional strategies to de-escalate most potential crises and resolve most conflicts
- Teachers implement Tier I climate programs with fidelity
- Proactive and responsive schoolwide interventions are oriented toward building students’ social-emotional skills and capacity to reflect on their choices

**Tier I Outcomes**
- Positive student & parent views of climate
  - Climate reports on DWS
  - SPR climate rating
- Positive teacher/staff views of climate
  - Climate reports on DWS
  - SPR climate rating
  - Staff attendance & retention
- Students are in the classroom and learning
  - School attendance rates
  - School-wide ODRs
- Disruptions in classrooms and non-instructional spaces are minimized
  - School-wide ODRs
  - School-wide bullying reports
- Behavioral infractions are addressed effectively
  - Tier II referrals (<20%)
- Most behavioral infractions are addressed non-punitively
  - School-wide suspensions
  - Reported use of punitive interventions on DWS
  - ODR/suspension ratio

**Impacts**
- All SDP schools provide safe & supportive environments conducive to maximal personal and academic growth for all students

❖ Requires coordination among multiple program offices

CLIMATE LOGIC MODEL 6.14.18
Tier II Inputs

- Community partners and service providers
- Funding for evidence-based Tier II programming
- District expertise & capacity to support implementation & monitoring of Tier II programs. Offices of Climate & Safety; Rights & Responsibilities; Prevention & Intervention; Research & Evaluation; PESO
- Dedicated time each year for Tier II PD and training
- 1 guidance counselor/250 students
- Guidance counselor time protected to oversee Tier II
- School-level staff with clear roles, responsibilities, & position requirements. Admins, teachers, counselors, social workers, climate staff, school officers
- Dedicated time each month for Tier II planning
- Teachers and instructional support staff

Tier II Activities

- Preferred community partners collaborate with school teams to provide interventions that are aligned with Tier II objectives
- School leaders and counselors are trained to support and oversee Tier II interventions
- District provides role-specific training and coaching for staff responsible for delivering Tier II interventions
- District staff support schools in aligning Tier I climate strategies SDP priorities and specifying them in school plans
- School counselors and staff meet to refer students to Tier II, discuss interventions, and monitor progress
- Student progress is shared with teachers, students, and families
- Teachers use Tier II classroom interventions & supports

Tier II Outputs

- Tier II interventions reflect input and collaboration from teachers, families, and community partners, and planned, intentional student engagement
- All students needing Tier II intervention are provided with appropriate, targeted, evidence-based supports
- All students receiving Tier II services have a Tier II plan specifying target behavior, intervention, and metrics for progress monitoring
- School teams develop Tier II plan and monitor student progress

Tier II Outcomes

- Most students’ Tier II behavior/attendance objectives are met so that they no longer require Tier II intervention
  - Tier III referrals (<5%) for Truancy court, SPED, Mental health services, Crisis services
- Students referred for Tier II supports are able to fully participate in learning and social activities in school while receiving Tier II services
- All students receiving Tier II services have a Tier II plan specifying target behavior, intervention, and metrics for progress monitoring

Impacts

- All SDP schools provide safe & supportive environments conducive to maximal personal and academic growth for all students

❖ Requires coordination among multiple program offices
### Tier III Inputs
- Community partners and service providers
  - Mental/Behavioral Health; Criminal Justice; DHS
- Funding for evidence-based Tier III programming
- District expertise & capacity to support implementation of specialized services.
  - Student Support Services; Attendance/Truancy; Prevention & Intervention; Research & Evaluation; Rights & Responsibilities; Specialized Services

### Tier III Activities
- Community partners collaborate with school teams to provide varied intervention options for Tier II students
- Staff responsible for delivering IEP and 504 services receive role-specific training and support
- School leaders, counselors and SELs are trained to support and oversee Tier III interventions
- School counselors and staff consistently meet to identify students for referral to Tier III and to monitor progress
- Teachers implement classroom components of Tier III plans with support from counselor
- Evidence-based Tier III interventions are targeted to students’ individual needs
- School staff, families, students receiving services, and community service providers collaborate to ensure comprehensive supports

### Tier III Outputs
- Students with mental/behavioral health needs receive appropriate services and follow-up
- Appropriate and targeted SPED and 504 services provided to all eligible students
- All students receiving Tier III services have a Tier III plan specifying target behavior, intervention, and metrics for progress monitoring (e.g., attendance; behavior; )
- Tier III intervention plans are adapted as needed based on feedback from service providers, teachers, families, and students
- Students in acute crisis are quickly linked to appropriate services

### Tier III Outcomes
- Most students referred for Tier III supports are able to fully participate in learning and social activities in school while receiving Tier III services
- Tier III behavior objectives are met
- Tier III achievement of IEP/504 goals

### Impacts
- All SDP schools provide safe & supportive environments conducive to maximal personal and academic growth for all students

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- Requires coordination among multiple program offices