



# Vernon IB World School

**IBelieve. IBelong. IBecome.  
Come grow with us.**



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## School Climate Handbook 2019-2020

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***We strive to be:***

*Principled  
Reflective  
Open-Minded  
Balanced  
Thinkers  
Risk-Takers  
Inquirers  
Caring  
Communicators  
Knowledgeable*



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***Be Safe. Be Respectful. Be Responsible. Be IB.***

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## ***The Vernon Mission:***

### ***Student Friendly: I Believe. I Belong. I Become. Come Grow With Us.***

Vernon staff, students, and community will work together to create a learning environment that provides opportunities for each student to be challenged academically, enhance positive self esteem, develop respect and concern for others, and become responsible, independent, global thinkers.

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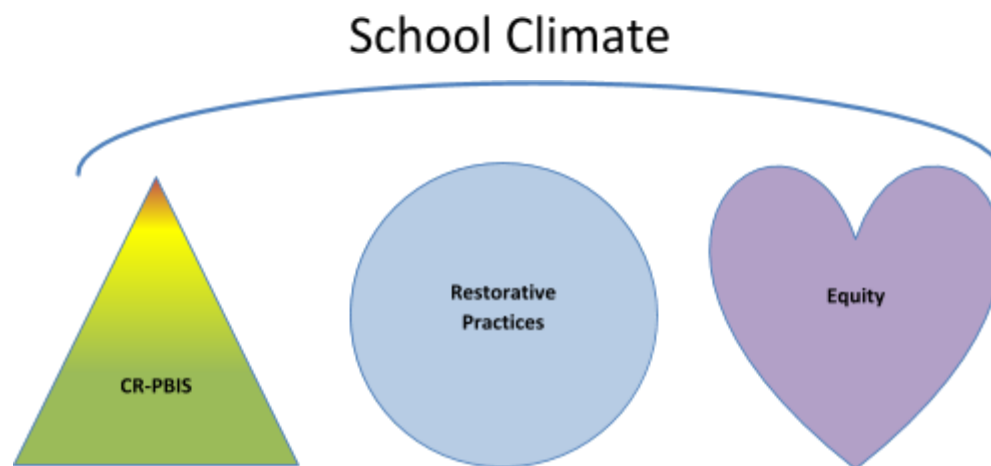
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## WHAT IS SCHOOL CLIMATE?

### SCHOOL CLIMATE OVERVIEW

School Climate encompasses CR-PBIS (Culturally-Responsive Positive Behavioral Interventions & Supports), Restorative Practices with the lens of racial Equity and practices of CARE (Collaborative Action Research for Equity) explicitly called out and woven in.



### CR-PBIS

CR-PBIS (Culturally-Responsive Positive Behavioral Interventions & Supports) uses implementation science to help students to develop positive behaviors. At the most basic level, CR-PBIS can be described as a three-pronged approach:

1. Explicitly **teach** what is expected
2. Actively **acknowledge** kids when they are following the expectations
3. Instructionally **correct** kids when they are not following the expectations

Research shows that when school staff acknowledge positive behaviors at least three times more often than correcting behavioral mistakes, misbehaviors decrease significantly.

CR-PBIS uses disaggregated data to make decisions and to develop the systems and practices of a school. The unique racial, cultural and linguistic makeup of the school is explicitly addressed at every decision point.

More specifically, CR-PBIS:

- Accesses all stakeholders to develop and promote school values
- Develops common area expectations for all parts of the building
- Designs lesson plans and schedules to teach common area expectations throughout the year.
- Creates and maintains systems to acknowledge students who are following the school values and expectations. This may be acknowledgement tickets, regular assemblies, or awards for individuals, classes, grade levels, etc.
- Develops school wide policies that are proactive, preventative and restorative.
- Utilizes staff input to build corrective discipline systems (i.e. a flowchart) and calibrate clear definitions of student behaviors.

*How do we make certain that PBIS is culturally responsive?*

- We systematically assess and review student and family voices and adjust our practices to reflect the needs of our community (See *Tier I Evaluation*)

## RESTORATIVE PRACTICES

Restorative Practices, also referred to as Restorative Justice, is a range of community building, peacemaking practices adapted to the school setting. The intention is to build trusting relationships and offer restorative alternatives to punitive discipline. Our goal is to continue building, maintaining, and repairing relationships to form a healthy, supportive & inclusive community. When we do things that impact others and create harm in the community, it is our individual and collective responsibility to make things right.

Restorative Inquiry is an essential restorative practice. A series of guiding questions are asked:

- What happened?
- Who was affected/impacted?
- What can be done to make and keep things right?
- How can others support you?

Circles are also an essential restorative practice in the school community. Circles help build positive relationships and social-emotional skills such as empathy and good communication skills, which affect both short-term (school success) and long-term (relationships and employment) factors. Circles give everyone a voice. Circles can be used as a classroom strategy and can be used to strengthen staff relationships.

Types of circles:

- Community building circle
- Curriculum circle
- Healing circle/circle of understanding
- Accountability circle
- Problem-solving/conflict circle

## EQUITY

Ensuring equally high outcomes for all participants in our educational system and specifically at Vernon School involves removing the predictability of success or failure that currently correlates with social and cultural factors. In our Equity work and mission, we will continue to work around interrupting inequitable practices, eliminating biases, and creating an inclusive multicultural school environment for adults and children; discovering and cultivating the unique gifts, talents and interests that every child and human possesses.

This handbook is intended to inform Vernon School staff and community of the processes that support the reduction of exclusionary discipline to provide our students with equitable access to education. Portland Public Schools' top priorities includes eliminating racial disproportionality in exclusionary discipline.

Our equity work is intentionally focused on increasing classroom engagement for every learning style and our capacity for being culturally competent in our instructional practices and inclusive of our diverse learning styles.

*“Portland Public Schools is committed to academic excellence and personal success for all students. Central to this commitment is educational equity. We are committed to providing instruction with the rigor, cultural relevance, and relationships that ignite the potential of each and every student. In order to do so, we must shift our practices to see students as individuals—including their race, their language, their gender, their sexual orientation, and their various abilities.*

*This work is necessary to serve a diverse student body well and prepare every student to navigate and compete in a culturally rich society and global economy, now and into the future.*



## THE SCHOOL CLIMATE TEAM (TIER I)

### SCHOOL CLIMATE TEAM INFORMATION (1.1/1.2)

Team Member	Name	Primary Meeting Role (Facilitator, Data Analyst, Minute Taker)
Coordinator	Jane Harold	Facilitator
Administrator	Ben Keefer	Principal
Family Member	<p><i>PTA - TBD</i></p> <p><i>Parents of Black Families group,</i> <i>Familias of Hispanic Students</i> <i>group</i></p> <p><i>PTA Diversity, Equity, and</i> <i>Inclusion Committee</i></p>	Collaborators
Behavioral Expertise	William Backner (School Psychologist)	Data Analyst
Coaching Expertise	Jennifer Goslin (Counselor)	Collaborator
Knowledge of Academic/Behavioral Patterns	<p>Jennifer Lee</p> <p>Rachel Belcher</p> <p>Lizzy Docken</p> <p>Anna Machfir</p> <p>Tina Bruce</p> <p>Paula Dennis</p>	Co-Facilitators
Knowledge of School Operations/Programs	<p>Will Backner</p> <p>Ben Keefer</p>	<p>Data Analyst</p> <p>Collaborator</p>
Student Representatives	<i>MYP Student Leadership - TBD</i>	Collaborators



## Climate Team Meeting Schedule 2019-2020

- **Vernon Professional Development Calendar 2019-2020**
- **Weekly Grade Level Meeting Notes**
- **PLC Team Agendas/Notes**
- **Tuesday Staff Meeting Agendas**

Month	Date/Time	Room	Topic/Assessment
June	May 23/June 4		- Planning for 2019-2020
August	Aug 24	MPR	- Staff PD/Review of Climate Handbook/MTSS & Tier 1
September	Sept 3		- School Wide Reset Protocol
October	Oct 8		- RJ
November	Nov 12		-
December	Dec 3		-
January	Jan 7		-
February	Feb 4		-
March	March 3		-
April	March 31		-
May	April 28		-
June	N/A		-

### Meeting Agenda:

- School Culture/Climate Data Review, including holistic data analysis
  - DuFours**
    - What do you want students to know?
    - How will you know if they know it?
    - What will you do for students who don't get it?
    - What will you do for students who already know it?
- Integration of IB Learner Profile
- Analyze School Culture/Climate monthly staff feedback and survey results
- CR-PBIS School-wide Systems (assessing the effectiveness of our Equity Practices on school climate)
- Integration of Restorative Practices

Agenda scheduled for each of our school climate meetings will be driven by the Tiered Fidelity (TFI) Action Plan.



## TIER I IMPLEMENTATION

### Programmatic Supports for all Students

#### SCHOOL WIDE VALUES AND COMMON AREA EXPECTATIONS (1.3)

Our Core Values and Expectations are driven by the [International Baccalaureate \(IB\) Learner Profile](#)

**Student Mission:** *IBelieve. IBelong. IBecome.*

**Essential Agreements:** *Be Safe. Be Respectful. Be Responsible. Be IB.*

**We strive to be:**

*Principled*

*Reflective*

*Open-Minded*

*Balanced*

*Thinkers*

*Risk-Takers*

*Inquirers*

*Caring*

*Communicators*

*Knowledgeable*

The IB Learner Profile describes a broad range of human capacities and responsibilities that go beyond academic success. The Learner Profile is at the center of our holistic approach. The 10 Learner Profile traits imply a commitment to help all members of the school community learn to respect themselves, others and the world around them. Vernon's Primary Years Program (K-5) and Middle Years Program (6-8) are committed to the development of students according to the IB learner profile.

The IB Learner Profile is visible and present throughout the building through ongoing teacher commitment and instruction, student reflection, and building wide visuals. Common area posters with specifics on that area (i.e. hallways, Library, etc.) send a consistent message about what our school community values and what how it looks in different common areas. This will help Vernon School ensure that our school values are inclusive and affirming. These values are developed and adapted with student and staff input.

- Our school values are important for the Vernon school community because these are the things that help students be successful lifelong learners in the classroom, community, and world. Our students need to understand and exercise the Learner Profile on a regular basis to master the skills to be successful.
- These values are woven into our regular teaching practices in every lesson and in every class period throughout the grade levels, naming them with consistency and strategically teaching and reviewing them throughout the school year.



## Common Area Expectations

<b>Vernon IB School</b>	
<b>We strive to be:</b>	
Principled Risk-Taker	Reflective Inquirer
Open-Minded Caring	Balanced Communicator
Thinker Knowledgeable	
<b>HALLWAYS</b>	
<ul style="list-style-type: none"> <li>• Walk with purpose</li> <li>• Keep hands, feet and objects to self</li> <li>• Phone &amp; devices are off and away</li> </ul>	<ul style="list-style-type: none"> <li>• Voice level 0-2</li> <li>• Carry a hall pass</li> <li>• Follow directions from staff</li> </ul>
<b>BATHROOMS</b>	
<ul style="list-style-type: none"> <li>• Go</li> <li>• Flush</li> <li>• Wash</li> <li>• Leave No Trace</li> <li>• Leave</li> </ul>	
<b>LIBRARY</b>	
<ul style="list-style-type: none"> <li>• Treat books with care.</li> <li>• Return materials where they belong.</li> <li>• Use level 1 voices.</li> </ul>	<ul style="list-style-type: none"> <li>• Wait to check out books.</li> <li>• Return books on time.</li> </ul>
<b>CAFETERIA</b>	
<ul style="list-style-type: none"> <li>• Raise your hand for help.</li> <li>• Remain seated until dismissed.</li> <li>• Help others if needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Quiet conversation, level 1-2 voices.</li> <li>• Clean your space, leave no trace.</li> </ul>
<b>PLAYGROUND</b>	
<ul style="list-style-type: none"> <li>• Play fair, play smart, play safe</li> <li>• Return playground equipment when finished with your game.</li> </ul>	<ul style="list-style-type: none"> <li>• Invite and include others</li> <li>• Line up when the whistle blows.</li> </ul>
<b>BUSES</b>	
<ul style="list-style-type: none"> <li>• Enter and exit safely</li> <li>• Remain seated</li> </ul>	<ul style="list-style-type: none"> <li>• Use level 1 voices</li> <li>• Interact with kindness</li> </ul>
<b>ASSEMBLIES</b>	
<ul style="list-style-type: none"> <li>• Stay seated.</li> <li>• Level 0 Voice</li> <li>• Eyes on the presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Respond to the quiet signal</li> <li>• Use positive, appropriate responses</li> </ul>
<b>OWLS at the BACKDOORS</b>	
<ul style="list-style-type: none"> <li>• Ring buzzer or knock once.</li> <li>• Enter with a Level 0-1 Voice</li> </ul>	<ul style="list-style-type: none"> <li>• Walk with purpose, no running.</li> <li>• Use appropriate language</li> </ul>
<b>OFFICE</b>	
<ul style="list-style-type: none"> <li>• Stop at the front desk and check in.</li> <li>• Use good manners, be polite.</li> </ul>	<ul style="list-style-type: none"> <li>• Wait quietly for your turn.</li> <li>• Return to class promptly.</li> </ul>



## TEACHING EXPECTATIONS (1.4)

### Yearly Schedule for Teaching Common Area Expectations

Date
<b>August 29- August 30, 2019:</b> Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide.
<b>January 6-January 7, 2020:</b> Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide.
<b>March 30 - March 31, 2020:</b> Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide.

Link to:

### [Vernon K-8 Common Area Lesson Plans 2019-2020](#)



- > Raise your hand if you need help.
- > Quiet conversations - Level 1-2.
- > Clean your space, leave no trace.
- > Help others if needed.
- > Remain seated until dismissed.

Be Safe. Be Respectful. Be Responsible. Be IB.



## Active Supervision

Active supervision is the alert, proactive ability of the staff member to circulate within a group of students while interacting in a positive and constructive way (using PROB TRICCK), and scanning for potential problems, diffusing them before they arise, and motivating students to do their best and monitor their own behavior.

The Six Features of Active Supervision		
	Feature	Components
1	<b>Movement</b>	<ul style="list-style-type: none"> <li>· Constant</li> <li>· High rate</li> <li>· Randomized within specified area(s)</li> <li>· Targets known problem areas</li> </ul>
2	<b>Scanning</b>	<ul style="list-style-type: none"> <li>· Constant</li> <li>· Targets both appropriate (PROB TRICCK) and inappropriate behaviors</li> <li>· Targets known problem areas</li> <li>· Uses both visual and auditory cues</li> <li>· Increases opportunities for positive contact</li> </ul>
3	<b>Positive Contact</b>	<ul style="list-style-type: none"> <li>· IB Language (PROB TRICCK)</li> <li>· Friendly, respectful, open demeanor</li> <li>· Proactive, non-contingent</li> <li>· High rate of delivery (3:1)</li> </ul>
4	<b>Positive Reinforcement</b>	<ul style="list-style-type: none"> <li>· Contingent on behavior</li> <li>· Compliments</li> <li>· Consistent (with behavior and across staff)</li> <li>· High rate of delivery (3:1 to correction)</li> </ul>
5	<b>Instructional Responses (Low level responses)</b>	<ul style="list-style-type: none"> <li>· Immediate</li> <li>· Contingent on behavior</li> <li>· Non-argumentative, non-critical</li> <li>· Specific to behavior</li> <li>· Systematic: correction, model, lead, test, and retest</li> <li>· Consistent (with behavior and across staff)</li> </ul>
6	<b>Consequences when instructional responses are not working</b>	<ul style="list-style-type: none"> <li>· Documented (class clipboards, lunch, recess)</li> <li>· Neutral, businesslike demeanor</li> <li>· Non-argumentative, non-critical</li> <li>· Consistent (with behavior and across staff)</li> <li>· Fair, non-arbitrary</li> </ul>

### **DEFINING MINOR, STAGE 1 REPORTS, 2 AND 3 BEHAVIORS (1.5)**

Behavior level calibration will be conducted by building staff in order to properly reflect the evolving needs of our community and to accommodate the diverse racial, cultural, linguistic and developmental needs of our school.

### **DISCIPLINE POLICIES (1.6)**

#### **Proactive & Inclusive Practices**

##### **Staff build a learning community by:**

- Intersecting and integrating Restorative Justice practices, PBIS, and Equity.
- Creating community agreements with input from students that are posted and referred to regularly
- Greeting students at the door during transitions to have a positive initial interaction
- Holding restorative/community building circles and activities regularly so students feel connected to the learning environment and each other
- Welcome students back when they return from a needed break outside the classroom
- Building positive relationships with students by connecting and checking in about life outside of school
- Finding ways to make the curriculum relevant to students' lives (through their culture, language, interests, etc.) when appropriate
- Explicitly teaching and clarifying school/classroom/activity behaviors you expect students to demonstrate throughout the lesson
- Acknowledging and reinforcing on-task behaviors by distributing compliments or through other incentives/positive interactions
- Providing leadership opportunities for students by assuming classroom responsibilities to become positive role-models (including MYP Coaches)
- Developing classroom routines and sticking with them
- Providing opportunities for students to listen to each other
- Avoiding power struggles (keep voice at neutral, restate expectations positively, maintain high expectations, provide choices instead of ultimatums when appropriate, redirect problematic behaviors privately, and provide students with the time and space to redirect themselves)
- Looking for opportunities where students can contribute and make choices in the curriculum when appropriate

#### **VERNON RESOURCES:**

1. [Reset PowerPoint](#) and [K-2](#) and [3-8](#) student worksheet.
  - a. Reset receiving classroom: [Student sign-in](#)
  - b. Staff Reset partner classrooms
2. [Repair: Admin/student worksheet](#)
3. [SIT Process](#)



## Defining & Classifying Behaviors

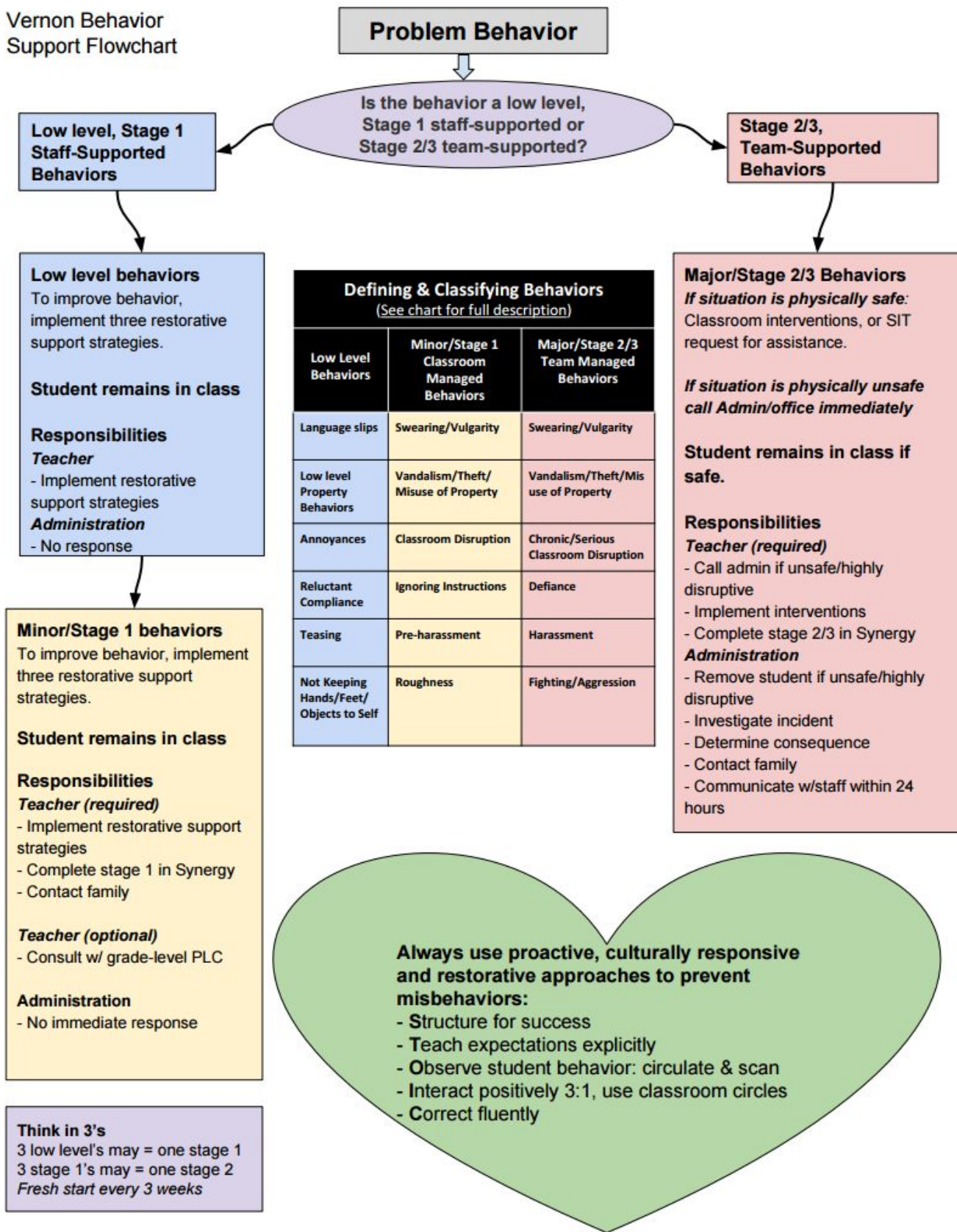
Low Level Behaviors	Minor/Stage 1 Classroom Managed Behaviors	Major/Stage 2/3 Team Supported Behaviors
<p style="text-align: center;"><b>Language</b></p> <ul style="list-style-type: none"> <li>● Language “slips”</li> <li>● Inappropriate non swearing language</li> <li>● Student repeats language but doesn’t understand its meaning</li> </ul>	<p style="text-align: center;"><b>Swearing/Vulgarity</b> (written/spoken) <i>Synergy: Mild Cursing</i></p> <ul style="list-style-type: none"> <li>● Use of “lesser” swear words</li> <li>● Use of obscene hand gestures</li> <li>● Minor suggestive/sexual talk</li> </ul>	<p style="text-align: center;"><b>Swearing/Vulgarity</b> (written/spoken) <i>Synergy: Indecent Gesture; Language, Abusive/ Profane</i></p> <ul style="list-style-type: none"> <li>● Use of “greater” swear words directed at others</li> <li>● Repeated or obscene/offensive hand gestures</li> <li>● Repeated or explicit/offensive sexual talk</li> </ul>
<p style="text-align: center;"><b>Vandalism/Theft/Misuse of Property</b></p> <ul style="list-style-type: none"> <li>● Careless accident</li> <li>● Climbing on bathroom stalls, throwing paper towels</li> <li>● Teasingly taking others possessions</li> </ul>	<p style="text-align: center;"><b>Vandalism/Theft/Misuse of Property</b> <i>Synergy: Damaging Property; Taking Others Property</i></p> <ul style="list-style-type: none"> <li>● Thoughtlessly damaging property –can be easily fixed w/ little time or no cost</li> </ul>	<p style="text-align: center;"><b>Vandalism/Theft/Misuse of Property</b> <i>Synergy: Technology, Use Violation; Theft-Minor or Major</i></p> <ul style="list-style-type: none"> <li>● Taking others possessions to keep</li> <li>● Purposefully damaging property- may be timely or costly to fix</li> </ul>
<p style="text-align: center;"><b>Annoyances</b></p> <ul style="list-style-type: none"> <li>● Lack of focus</li> <li>● Noise making and/or talking</li> <li>● Out of seat</li> <li>● Cutting in line</li> </ul>	<p style="text-align: center;"><b>Classroom Disruption</b> <i>Synergy: Talking too loudly, Excessive Talking, Bothering Pestering, Mild Defiance or Not Following Directions.</i></p> <ul style="list-style-type: none"> <li>● Repeatedly off task, calling out that interrupts learning</li> <li>● Repeatedly interrupting others while working</li> <li>● Argumentative to peers and adults</li> </ul>	<p style="text-align: center;"><b>Chronic/Serious Classroom Disruption</b> <i>Synergy: Disruptive Conduct</i></p> <ul style="list-style-type: none"> <li>● Disruptions where area or room needs to be cleared</li> <li>● Extreme and/or unsafe Behaviors</li> </ul>
<p style="text-align: center;"><b>Reluctant Compliance</b></p> <ul style="list-style-type: none"> <li>● Initially resisting or ignoring directions</li> </ul>	<p style="text-align: center;"><b>Ignoring Instructions</b> <i>Synergy: Mild Defiance, Not Following Directions</i></p> <ul style="list-style-type: none"> <li>● Repeatedly and intentionally ignoring reasonable requests</li> </ul>	<p style="text-align: center;"><b>Defiance</b> <i>Synergy: Insubordination/Defiance/Disobedience</i></p> <ul style="list-style-type: none"> <li>● Insubordination</li> <li>● Significant back talk</li> <li>● Disrespectful, more aggressive body and/or verbal language</li> </ul>
<p style="text-align: center;"><b>Teasing</b></p> <ul style="list-style-type: none"> <li>● Altering names</li> <li>● Annoying on purpose: bugging</li> <li>● Doesn’t care if it hurts others feelings</li> </ul>	<p style="text-align: center;"><b>Pre-harassment</b> <i>Synergy: Teasing/Putdowns, Bothering/ Pestering</i></p> <ul style="list-style-type: none"> <li>● “Put Downs” or “roasts”</li> <li>● Threatening stares</li> <li>● Mean-spirited teasing</li> <li>● Personal verbal attacks</li> </ul>	<p style="text-align: center;"><b>Harassment</b> <i>Synergy: Harassment/Bullying, Extortion, Language, Abusive/Profane</i></p> <ul style="list-style-type: none"> <li>● Documented patterns of “put downs,” “roasts,” or personal attacks</li> <li>● Threats/extortions</li> <li>● Ethnic/racist, sexist, disability related, sexual orientation or religious based remarks</li> </ul>
<p style="text-align: center;"><b>Hands/Feet/Objects to Self</b></p> <ul style="list-style-type: none"> <li>● Poking or pushing</li> <li>● Pinching, jostling</li> <li>● Throwing class materials</li> <li>● Retaliating as above</li> </ul>	<p style="text-align: center;"><b>Roughness</b> <i>Synergy: Play Fighting</i></p> <ul style="list-style-type: none"> <li>● Play wrestling, body holds, light kicking, light hitting, shoving</li> <li>● Pre-fighting, aggressive posturing and/or pushing</li> <li>● Throwing class materials with the intent to hit others</li> </ul>	<p style="text-align: center;"><b>Fighting/Aggression</b> <i>Synergy: Threat Causing Fear of Harm, Physical Attack/Harm, Physical Contact-Inappropriate</i></p> <ul style="list-style-type: none"> <li>● Hitting/kicking/punching/ pushing with the intent to seriously harm</li> <li>● Encouraging another to fight</li> <li>● Throwing class materials with the intent to harm others</li> </ul>

## Responding to Behaviors

	Low Level Behaviors	Minor/Stage 1 Classroom Managed Behaviors	Major/Stage 2/3 Team Supported Behaviors
Teacher & Admin Responsibilities	<p>Behaviors are handled on the spot using simple redirections, intervention strategies and teachable moments (Repeated minor: teacher check-in with parent &amp; team, Admin)</p> <ul style="list-style-type: none"> <li>• Students stay in class</li> <li>• No documentation for behavior outside of class, lunch, or recess clipboard</li> <li>• Document parent contact (paper or Synergy)</li> </ul>	<p>PPS Stage 1 Synergy referral used, and if applicable <b>Partner Class Reset</b>. (Teacher makes contact with parent by phone, voice mail, email or in person, document parent contact, paper or Synergy)</p> <ul style="list-style-type: none"> <li>• <b>Can include *chronic, repeated low level behaviors</b></li> <li>• Enter incident in Synergy (refer to Administrator)</li> <li>• No immediate involvement by Admin</li> </ul>	<p>PPS Stage 2/3 referral used along with <b>Repair session</b> with admin. First parent contact is made by teacher or Admin (as discussed and/or appropriate). Teacher makes follow up contact with parent as necessary and documents it in Synergy.</p> <ul style="list-style-type: none"> <li>• <b>Can include *chronic, documented Stage 1 misbehaviors</b></li> <li>• <b>“Think in 3’s” data-lens: 3 low-levels may = 1 Stage 1, 3 Stage 1’s may = 1 Stage 2/3, fresh start every 3 weeks.</b></li> <li>• Student goes to office for extreme/unsafe behaviors.</li> </ul>
Supports & Interventions	<ul style="list-style-type: none"> <li>• Compliments</li> <li>• Reteach rule</li> <li>• Gentle reprimand</li> <li>• Keep in proximity</li> <li>• Pre-correction</li> <li>• Private redirection</li> <li>• Sensitive use of humor</li> <li>• Praise for taking responsibility</li> <li>• Identify replacement behavior</li> <li>• Modify/differentiate work</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom behavior contract (not SIT)</li> <li>• Class circle/community meeting</li> </ul>	<ul style="list-style-type: none"> <li>• <b>SIT Process &amp; Tier II Interventions</b> <ul style="list-style-type: none"> <li>○ Daily Progress Report/Behavior Plan</li> <li>○ Counselor check-in/check-out</li> <li>○ Mentor at school/check and connect</li> <li>○ Breaks are Better</li> <li>○ Social Skills groups</li> </ul> </li> <li>• <b>Motivating Success Through Partnership</b> <ul style="list-style-type: none"> <li>○ Safety plan</li> </ul> </li> <li>• Determined by Administrator according to Student Rights and Responsibilities Handbook</li> </ul>
Restoration & Accountability	<ul style="list-style-type: none"> <li>• Restorative inquiry and dialogue</li> <li>• Change seating</li> <li>• Family contact</li> <li>• Time out (in-class)</li> <li>• Loss of privilege</li> <li>• Active but restricted recess/activities (ex: “walk the perimeter”) to provide an opportunity for reflection</li> <li>• Informal behavior contract</li> </ul>	<ul style="list-style-type: none"> <li>• Repair Reflection</li> <li>• Restorative inquiry and conversation with student(s) involved followed by tangible repairing of harm</li> <li>• Time out/Partner Class Reset with (out of class- less than 15 minutes)</li> <li>• Parent contact and documentation</li> <li>• Structured or restricted recess</li> <li>• Loss of privilege/time out</li> <li>• MYP after-school Repair session</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Repair session with Admin</b> and Admin parent communication</li> <li>• Admin follow-up with staff</li> <li>• Class circle/community meeting</li> <li>• Restorative Community Service</li> <li>• Loss of privilege and/or activity</li> <li>• In-school Suspension</li> <li>• Consequence determined by Administrator according to Student Rights and Responsibilities Handbook.</li> </ul>



Vernon Behavior Support Flowchart





**Remember: The behavior we give attention to is the behavior we will get more of in the future!**

### High Ratio of Positive Interactions

- ✓ When an adult interacts with a student who is exhibiting **appropriate** behavior, count the interaction as **positive**
- ✓ When an adult interacts with a student who is exhibiting **inappropriate** behavior, count the interaction as **negative**
- ✓ Aim for a ratio of positive to negative interactions of **3:1** or better

### Increase Non-contingent Positive Attention

- ✓ Greet every student who enters the classroom
- ✓ Show an interest in students' progress during work periods
- ✓ Engage in conversations with students
- ✓ Positively engage any student you recently had to interact with around misbehavior, showing that what happened is in the past

### Increase Specific Praise & Positive Feedback

- ✓ Identify a specific problem behavior to reduce. Define and teach the opposite of this behavior. Ignore the problem behavior, and "catch" students engaging in new behavior with specific positive feedback.
- ✓ Post a visual reminder to praise students
- ✓ After praising one student, find another student who is exhibiting similar behavior and praise that student as well
- ✓ Acknowledge students using gestures, tangibles, points toward a class or individual reward, calling a parent to report success

### Decrease Corrections

- ✓ Identify problem behaviors: teach expectations, and provide positive feedback when expected behaviors occur
- ✓ Pre-teach your expectations
- ✓ Ignore minor misbehavior if the behavior is attention-seeking in nature. Actively "catch" the students when they do engage in appropriate behavior
- ✓ Give positive feedback to other students who are engaged in appropriate behavior

Adapted from CHAMPS; Sprick R., 2009

v9.29.16



**Remember: Our correction should never be louder or longer than the behavior we are responding to.**

### **Calm, Cool & Collected**

- Implement the consequence *calmly*
- Implement corrective consequences *consistently*
- Make sure the consequence *fits* the severity and frequency of the misbehavior
- Plan to implement the consequence *unemotionally*
- Plan to interact *briefly* at the time of misbehavior, without arguing

### **Menu of Classroom Corrections**

#### **Quick & Easy**

- Pre-correction/Pre-teaching of expectation
- Use proximity correction
- Non verbal cue
- Give student a choice
- Praise students who are behaving responsibly
- Give a reminder of the rule
- Give a gentle reprimand
- Humor (use carefully and without sarcasm)

#### **More time intensive**

- Planned discussion/Restorative chat
- Keep a record of the behavior
- Use planned ignoring (for attention-seeking behaviors)
- Implement a response cost lottery
- Time owed from recess or after class
- Time owed after school
- Reset (time out) at the student's desk
- Reset (time out) at another location in the classroom
- Reset (time out) in a buddy classroom
- Have student fill out a Think Sheet
- Restorative inquiry/circle/community service with the student
- Family contact

Adapted from CHAMPS; Sprick R., 2009

v9.29.16





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# Discipline

## AND PROCEDURES

School personnel and parents/guardians share the responsibility for encouraging students' appropriate behavior. School personnel are expected to use a continuum of positive behavioral interventions, strategies, and supports to teach, encourage and reinforce appropriate behaviors conducive to a learning environment.

School personnel are expected to intervene early and start the discipline process at the lowest possible level reasonably calculated to change the student's behavior and minimize loss of instructional time. Additionally, District staff shall consider all available alternatives, focusing first on family and school-based resources when teaching school expectations and responding to misbehavior. District staff investigating student misconduct will not discriminate against students on the basis of race, color, national origin, gender, religion, disability, sexual orientation, gender identity, or other protected classes as defined in Non-Discrimination Policy 1.80.020-P.

Certain kinds of behavior are not allowed at school or at school activities.

District behavior expectations apply to students whenever they are:

- present in any school or on property of the school district;
- at any school-sponsored activity, regardless of its location, including traveling to and from within a reasonable period of time;
- traveling to and from school as defined in this document in the "Before and After School" section;
- involved in conduct (regardless of whether or not they are off campus or at a non-school sponsored program) that has a direct connection to a school's safety and/or welfare; or
- participants in District athletic programs, when rules are in force during the entire season in which the student is participating—seven (7) days a week, 24 hours a day, at any location.

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Examples of misbehaviors:

- keeping other students from learning,
- using profane or abusive language,
- using or having tobacco, alcohol, other drugs, or tobacco/drug paraphernalia,
- fighting of any kind,
- bringing weapons or anything that looks like a weapon to school,
- stealing or damaging property,
- threatening, harassing, or bullying students or staff,
- wearing clothing showing gang membership or activity, or
- refusing to follow directions.

**Discipline Levels**

**Summary of Disciplinary Consequences and Interventions**

There is a range of consequences to support student behavior.

Action Levels:

- Level 1 Conferences
- Level 2 Exclusion from extra-curricular activities, time-outs, detention, etc.
- Level 3 Suspension, In-school suspension, Reassignment, Referral, etc.
- Level 4 Expulsion, Delayed Expulsion, Reassignment, Referral
- Level 5 Mandatory Expulsion
- Level 6 Mandatory One-Year Expulsion

Prior to suspension or expulsion, school staff must consider:

- The nature of the misconduct.
- A student's age, health, and disability or special education status.
- Cultural or linguistic factors that may have played a role in the misconduct.
- Appropriateness of student's academic placement.
- Student's prior conduct and record of behavior.
- Support systems available to the student.
- Student's willingness to repair the harm.
- Impact of the incident on overall school community.
- Availability of prevention and intervention programs that are designed to address student misconduct.
- Whether the student voluntarily disclosed the misconduct.

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When an out-of-school suspension is imposed the school is required to take steps to prevent the recurrence of the behavior that led to the out-of-school suspension and return the student to a classroom setting so that the disruption of the student's academic instruction is minimized.

In accordance with 4.30.020-AD, Student Discipline Procedures:

**The use of expulsion is limited to:**

- Conduct that poses a threat to the health and safety of students or school employees; or
- When other strategies to change student conduct have been ineffective; or,
- In conformance with district policies and regulations and State law.

For a student who is in **fifth grade or lower**, the use of out-of-school suspension or of expulsion is limited. A disciplinary action at Level 3 or higher for a student in the fifth grade or lower must be in compliance with State law and District policy.

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**Summary of Behavior Expectations and Consequences**

Examples of conduct which violates expectation	Definition	Occurrence	Disciplinary action min — max
<b>ATTENDANCE &amp; PUNCTUALITY</b>			
<b>Class Cutting/ Leaving Without Permission</b>	Failure to attend assigned class without permission or excuse; leaving the building, classroom or assigned area without prior approval of the teacher and/or administrator.	Minor/First Serious/Rep	1 — 2 2 — 3
<b>Loitering</b>	Remaining around the school building without permission and staff supervision for purposes other than an educational assignment.	Minor/First Serious/Rep	1 — 2 2 — 3
<b>Off Limits</b>	Entering a location in a building or any school property which has been restricted from student use or entering a location which has been restricted from student use during certain times of the day.	Minor/First Serious/Rep	1 — 2 2 — 4
<b>Tardiness</b>	Failure to be in a place of instruction at the assigned time.	Minor/First Serious/Rep	1 — 1 2 — 3
<b>Trespassing</b>	Entering any school property or into school facilities without proper authority; during school hours; includes any school entry during a period of suspension or expulsion.	Minor/First Serious/Rep	1 — 3 3 — 4
<b>Truancy</b>	Failure to report to school without permission or excuse.	Minor/First Serious/Rep	1 — 2 2 — 3
<b>PROTECTION OF PROPERTY</b>			
<b>Arson</b>	Action which may cause a fire, but none results, such as throwing a lighted match in a trash container which fails to ignite or intentionally starting any fire or combustion on school property regardless of whether any damage occurs.	Minor/First Serious/Rep	3 — 4 5
<b>Bomb Threat</b>	Reporting to school, police or fire officials the presence of a bomb on or near school property without a reasonable belief that a bomb is present on school property.	Minor/First Serious/Rep	3 — 4 4
<b>Burglary</b>	Unauthorized entry into a School District building for the purpose of committing a crime when the building is closed to students and the public.	Minor/First Serious/Rep	3 — 4 5
<b>Deliberate Misuse of Property</b>	The intentional use without proper permission of property belonging to the school or an individual for a purpose other than that for which it was intended or in a manner likely to damage the property.	Minor/First Serious/Rep	1 — 2 2 — 3
<b>False Fire Alarm</b>	Reporting a fire to school or fire officials or setting off a fire alarm without a reasonable belief that a fire exists.	Minor/First Serious/Rep	3 — 4 4
<b>Gambling</b>	Playing any game of skill or chance for money or anything of value.	Minor/First Serious/Rep	1 — 2 2 — 4



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<b>Possession Of Stolen Property</b>	Having in one's possession or under one's control property which has been stolen when the person possessing it has reasonable cause to believe the property has been stolen, or possession without permission of property belonging to another.	Minor/First Serious/Rep	1 — 3 3 — 4
<b>Theft, Minor</b>	Theft: taking property belonging to the school or any individual or group without prior permission. Minor Theft: includes items with a retail value of less than (\$20), but excluding personal items such as wallets, purses or keys.	Minor/First Serious/Rep	1 — 3 3 — 4
<b>Theft, Major</b>	Includes items with a retail value of more than (\$20) or any keys, purses or wallets regardless of the value of its contents.	Minor/First Serious/Rep	2 — 4 3 — 4
<b>Property Damage, Minor</b>	Vandalism: intentionally causing damage to or defacing school or property of others. Minor Vandalism: includes situations in which minor damage can be repaired or replaced at no cost to the School District.	Minor/First Serious/Rep	1 — 2 2 — 3
<b>Property Damage, Major</b>	Includes situations that will cost the School District to repair or replace the damage, or damage that involves a substantial disruption of school activities, such as destruction of school records.	Minor/First Serious/Rep	2 — 4 3 — 4
<b>PROTECTION OF PHYSICAL SAFETY AND MENTAL WELL-BEING</b>			
<b>Threat causing fear of harm</b>	Physical, verbal, written or electronic action which immediately creates a fear of harm, without displaying a weapon and without subjecting the victim to actual physical attack.	<b>PreK-5<sup>th</sup> grade</b> Minor/First Serious/Rep	2 — 3 3 — 5
		If staff	3 — 5
		<b>6<sup>th</sup> grade &amp; up</b> Minor/First Serious/Rep	2 — 4 5
If Staff	5-day min. suspension		
<b>Physical attack/harm</b>	Intentionally touching or striking another person against his or her will; or intentionally causing bodily harm to an individual.	<b>PreK-5<sup>th</sup> grade</b> Minor/First Serious/Rep	2 — 3 3 — 5
		If staff	3 — 5
		<b>6<sup>th</sup> grade &amp; up</b> Minor/First Serious/Rep	3 — 5 4 — 5
If Staff	5		
<b>Display of Patently Offensive Material</b>	Displaying sexually, racially, or religiously patently offensive materials.	Minor/First Serious/Rep	1 — 3 3 — 4

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<b>Extortion</b>	Forcing other persons to act against their will, such as the demand for money.	Minor/First Serious/Rep	2 — 4 3 — 4
<b>Fighting</b>	Fighting involves the exchange of mutual physical contact, such as pushing, shoving and hitting, with or without injury (i.e., mutual combat).	Minor/First Serious/Rep	1 — 4 2 — 4
<b>Firecrackers or Explosives</b>	Using or possessing any firecrackers, fireworks, bullets, ammunition, or explosive materials or device.	Minor/First Serious/Rep If Weapon	2 — 3 3 — 5 6
<b>Harassment or Bullying, other</b>	Disturbing consistently, by pestering or tormenting; abusive words. Harassment, nonsexual, (physical, verbal, or psychological). Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful, or humiliating.	Minor/First Serious/Rep	1 — 2 3 — 4
<b>Harassment or Bullying on the Basis of Disability</b>	Intimidation or abusive behavior toward a student based on disability. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful, or humiliating.	Minor/First Serious/Rep	1 — 2 3 — 4
<b>Harassment or Bullying on the Basis of Race, Color, or National Origin</b>	Intimidation or abusive behavior toward a student based on race, color, or national origin. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful, or humiliating.	Minor/First Serious/Rep	1 — 2 3 — 4
<b>Harassment or Bullying on the Basis of Sex</b>	Unwelcome conduct of a sexual nature, such as unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Harassment or bullying on the basis of sex also includes gender-based, nonsexual harassing conduct, such as harassment based on gender stereotyping. Both male and female students can be victims of sexual harassment, and the harasser and the victim can be of the same sex.	Minor/First Serious/Rep	1 — 2 3 — 4
<b>Harassment or Bullying on the Basis of Sexual Orientation or Gender Expression</b>	Intimidation or abusive behavior toward a student based on sexual orientation or gender expression. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful, or humiliating.	Minor/First Serious/Rep	1 — 2 3 — 4

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<b>Harassment on the Basis of Religion</b>	Intimidation or abusive behavior toward a student based on religion. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful, or humiliating.	Minor/First Serious/Rep	1 — 2 3 — 4
<b>Hazing</b>	Any activity that recklessly or intentionally endangers the mental health, physical health, or safety of a student for the purpose of initiation or membership in or affiliation with any student group, organization, or class.	Minor/First Serious/Rep	1 — 2 3 — 4
<b>Intimidation</b>	Forcing or discouraging an action by creating fear; extortion. (Also see Extortion)	Minor/First Serious/Rep	1 — 2 3 — 4
<b>Reckless Vehicle Use</b>	Using any motorized or self-propelled vehicle on or near school grounds in a reckless manner or so as to threaten health or safety or to disrupt the educational process.	Minor/First Serious/Rep	2 — 3 3 — 4
<b>Robbery</b>	Taking property from a person by force or threat of force.	Minor/First Serious/Rep	2 — 3 3 — 4
<b>Discipline for any weapon violation regardless of type, must be done in consultation with the District School Climate &amp; Discipline Department</b>			
<b>Weapon, Dangerous</b>	Any weapon, device, instrument, material or substance which <u>under the circumstances in which it is used, attempted to be used, or threatened to be used,</u> is readily capable of causing death or serious physical injury.	Any Occurrence	6
<b>Weapon, Deadly</b>	Possession of any instrument, article or substance specifically designed for and capable of causing death or serious physical injury.	Any Occurrence	6
<b>Weapon, Firearm</b>	Possession of a gun; including but not limited to a firearm which is "designed to or may readily be converted to expel a projectile by the action of an explosive and any explosive, incendiary, or poison gas." (Section 921 of Title 18 of the U.S. Code.) "Possession" is defined to include, but not limited to having a weapon located: (1) in a space assigned to a student such as a locker or desk, (2) on the student's person or property (on the student's body, in student's clothing, in an automobile), (3) under the student's control, or accessible or available; for example: hidden on school property. Confiscated guns are turned over to the police.	Any Occurrence	6
<b>Weapon, Simulated</b>	Possession of articles that resemble, but are not, knives, guns, or other weapons.	Any Occurrence	3 — 5



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APPROPRIATE LEARNING ENVIRONMENT			
<b>Disruptive Conduct</b>	Behaving in a manner which disrupts or interferes with the educational process, including consensual sexual activity.	Minor/First Serious/Rep	1 – 2 2 – 4
<b>Dress Code Violation</b>	Dressing or grooming in a manner that disrupts or is likely to disrupt the educational climate or process, or a threat to the learning opportunity, health or safety of the student or any other person. Includes violation of school adopted dress code.	Minor/First Serious/Rep	1 – 2 2 – 3
<b>Forgery</b>	Providing a false signature or altering school documents.	Minor/First Serious/Rep	1 – 2 2 – 3
<b>Gang Member Identifier</b>	Displaying material that identifies student as a member or associate of a gang, including identified behaviors. (consult with SRO for current trends)	Minor/First Serious/Rep	1 – 3 3 – 4
<b>Indecent Exposure</b>	Exposure of private parts of the body in a lewd or indecent manner in a public place. Exposure of sexually explicit content to another person.	Minor/First Serious/Rep	1 – 2 3 – 4
<b>Indecent Gesture</b>	Making gestures which convey a grossly offensive, obscene or sexually suggestive message.	Minor/First Serious/Rep	1 – 2 3 – 4
<b>Insubordination, Defiance, Willful Disobedience</b>	Failure to comply with a proper and authorized direction or instruction of a staff member.	Minor/First Serious/Rep	1 – 2 3 – 4
<b>Interference with School Personnel</b>	Preventing or attempting to prevent school personnel from engaging in their responsibilities through threats, violence or harassment.	Minor/First Serious/Rep	2 – 4 3 – 4
<b>Language, Abusive/ Profane</b>	Writing or saying anything which ridicules or humiliates another person on account of age, color, creed, disability, marital status, national origin, race, religion, sex, gender identity, or sexual orientation.	Minor/First Serious/Rep	1 – 2 3 – 4
<b>Physical Contact, Inappropriate</b>	Pushing, Shoving, Play fighting or other inappropriate touching that does not result in harm.	Minor/First Serious/Rep	1 – 2 3 – 4
<b>Plagiarism/ Cheating</b>	Representing another person's work as one's own.	Minor/First Serious/Rep	1 – 2 3 – 4
<b>Possession of Prohibited Items</b>	Possession of items that are not permitted at school. Includes toy weapons that resemble a real weapon. <b>(As with actual weapons, discipline for toy weapons must be done in consultation with the School Climate and Discipline Department)</b>	Minor/First Serious/Rep	1 – 2 3 – 4
<b>Technology, Use Violation</b>	Using technology equipment other than in the manner directed by school staff; violations of internet security.	Minor/First Serious/Rep	1 – 2 3 – 4
<b>Tobacco, Use and/or Possession</b>	Using or possessing by any age student any form of tobacco or nicotine delivery device on or adjacent to school property and at all activities without regard to location.	Minor/First Serious/Rep	1 – 3 3



### **PROFESSIONAL DEVELOPMENT (1.7) & FACULTY INVOLVEMENT (1.10)**

Over the course of the year, staff PD must explicitly address these five essential areas: teaching school wide expectations, acknowledging appropriate behaviors, correcting errors, requesting assistance (SIT Team), and understanding the influence of race, culture and language on student behavior.

#### **Schedule for sharing disaggregated data to staff and opportunities for input on Tier I systems**

<b>Date</b>	<b>Topic</b>	<b>Presenter</b>
<b>August</b>	-School climate orientation <ul style="list-style-type: none"> <li>● Teaching school values &amp; common area expectations and lesson plan schedule</li> <li>● Schoolwide and classroom acknowledgement systems               <ul style="list-style-type: none"> <li>○ Compliments</li> </ul> </li> <li>● Stage 1, 2, 3: Reset, Repair, and SIT flowchart</li> <li>● Equity: Influence of race, culture and language on adult expectations and student behavior</li> <li>● Classroom management plans</li> </ul>	School Climate Team
<b>September</b>	- <a href="#">SIT Process and Procedures</a> - Reset Protocol - School Culture/Climate Data Review <ul style="list-style-type: none"> <li>● Equity: Influence of race, culture and language on adult expectations and student behavior</li> </ul> - Restorative Justice:Topic TBD	School Climate Team
<b>October</b>	School Culture/Climate Data Review <ul style="list-style-type: none"> <li>● Equity: Influence of race, culture and language on adult expectations and student behavior</li> </ul> Restorative Justice:Topic TBD	School Climate Team
<b>November</b>	School Culture/Climate Data Review <ul style="list-style-type: none"> <li>● Equity: Influence of race, culture and language on adult expectations and student behavior</li> </ul> Restorative Justice:Topic TBD	School Climate Team
<b>December</b>	School Culture/Climate Data Review <ul style="list-style-type: none"> <li>● Equity: Influence of race, culture and language on adult expectations and student behavior</li> </ul> Restorative Justice:Topic TBD	School Climate Team
<b>January</b>	School Culture/Climate Data Review <ul style="list-style-type: none"> <li>● Equity: Influence of race, culture and language on adult expectations and student behavior</li> </ul> Restorative Justice:Topic TBD  Review Common area expectation and acknowledging appropriate behaviors (frequency, success rate, stu/staff feedback)	School Climate Team
<b>February</b>	School Culture/Climate Data Review <ul style="list-style-type: none"> <li>● Equity: Influence of race, culture and language on adult expectations and student behavior</li> </ul> Restorative Justice:Topic TBD	



		School Climate PLC
<b>March</b>	<p>School Culture/Climate Data Review</p> <ul style="list-style-type: none"> <li>Equity: Influence of race, culture and language on adult expectations and student behavior</li> </ul> <p>Restorative Justice:Topic TBD</p> <p>Review Common area expectation and acknowledging appropriate behaviors (frequency, success rate, stu/staff feedback)</p>	School Climate PLC
<b>April</b>	<p>School Culture/Climate Data Review</p> <ul style="list-style-type: none"> <li>Equity: Influence of race, culture and language on adult expectations and student behavior</li> </ul> <p>Restorative Justice:Topic TBD</p>	School Climate PLC
<b>May</b>	<p>School Culture/Climate Data Review</p> <ul style="list-style-type: none"> <li>Equity: Influence of race, culture and language on adult expectations and student behavior</li> </ul> <p>Review of School Climate Plan/Staff Handbook</p>	School Climate PLC
<b>June</b>	Recommendations for 2020-2021	School Climate PLC

***CLASSROOM PROCEDURES (1.8)***

As per PAT contract every teacher will have a classroom management plan. Classroom management plans will be due to administration prior to the first day of school. Sample plans are provided in the link below with other valuable resources to create classroom structures for success.

Effective Classroom Practices Plan: [Resources for Effective Classroom Management Plans](#)

Examples of Vernon Classroom Management Plans: [Vernon Classroom Management Plan Examples](#)

The Classroom Management Plan template, covers the essential feature of effective classroom management: Structure, teaching expectations, acknowledging positive behaviors, correcting misbehaviors.

***Guest Teacher Support System***

Resources for Guest Teachers are in this folder: [Guest Teacher Information](#)



## FEEDBACK AND ACKNOWLEDGEMENT SYSTEMS (1.9)

Research shows that when staff “catches” students exhibiting appropriate behaviors, those behaviors will increase and misbehaviors will decrease. Specific praise is extremely important in increasing the reoccurrence of appropriate behaviors. Some schools decide to give out acknowledgement “Compliments”: small slips of paper that are aligned with the school values (IB Learner Profile, PROB TRICCK). All staff hand out the Compliments, along with specific praise, to students as they witness above and beyond behaviors/actions in the common areas, in classrooms, on buses, etc.

Description of our school-wide acknowledgement system:

- In our school we recognize above and beyond behaviors/actions by giving Compliments.
- Compliments are given to students when they demonstrate, to a high degree, one of the IB Learner Profile Traits.
- Students can spend compliments in our Student Store or use enter them into weekly, monthly or quarterly raffles for prizes.

### Acknowledgement Matrix

Type	What	When/Where	Who Gives Them?
<b>Immediate/ High frequency</b>	Students: Compliments Staff to Student Ratio	Classroom & Common areas	All Staff
<b>Redemption of immediate/ High Frequency</b>	Students: Classroom-based systems, weekly incentives/ raffles. <ul style="list-style-type: none"> <li>- Ex. Timbers tickets, Vernon pencils, lunch with the principal, extra recess, games and prizes etc.</li> <li>- Group/class experiential rewards: extra recess, class park trip, etc.</li> </ul>	Classroom & Common areas	All Staff
<b>Long term school wide Celebrations</b>	Students: Assemblies, raffles, etc.	Students: Monthly assemblies, weekly drawings	Teachers, staff

**PLAN FOR FAMILY, STUDENT AND COMMUNITY INVOLVEMENT (1.11) UPDATE WITH PTA CALENDAR**

**Schedule for family involvement activities**

<b>Date</b>	<b>Topic &amp; Group</b>	<b>Activities</b>	<b>Organizer</b>
<b>August</b>	<ol style="list-style-type: none"> <li>1. Kindergarten Meet &amp; Greet</li> <li>2. Ice Cream Social</li> <li>3. Welcome Assembly</li> </ol>	<ol style="list-style-type: none"> <li>1. Family engagement, entertainment, food</li> <li>2. Family engagement, entertainment, food</li> <li>3. Students welcomed to the year</li> </ol>	<ol style="list-style-type: none"> <li>1. PTA, Admin</li> <li>2. PTA, Admin</li> <li>3. All Staff</li> </ol>
<b>September</b>	<ol style="list-style-type: none"> <li>1. Back to School Night</li> <li>2. Principal's Coffee Hour</li> <li>3. PTA Meeting</li> </ol>	<ol style="list-style-type: none"> <li>1. Visiting classrooms and meeting teachers and staff</li> <li>2. Community transparency/feedback/ involvement</li> <li>3. School improvement and initiatives</li> </ol>	<ol style="list-style-type: none"> <li>1. Admin &amp; Staff</li> <li>2. Admin</li> <li>3. PTA</li> </ol>
<b>October</b>	<ol style="list-style-type: none"> <li>1. Dias Do los Muertos</li> <li>2. Principal's Coffee Hour</li> <li>3. PTA Meeting</li> </ol>	<ol style="list-style-type: none"> <li>1. Cultural celebration event</li> <li>2. Community transparency/feedback/ involvement</li> <li>3. School improvement and initiatives</li> </ol>	<ol style="list-style-type: none"> <li>1. Familias of Hispanic Students</li> <li>2. Admin</li> <li>3. PTA</li> </ol>
<b>November</b>	<ol style="list-style-type: none"> <li>1. Quarterly Assembly</li> <li>2. Principal's Coffee Hour</li> <li>3. PTA Meeting</li> <li>4. Parent/Teacher Conferences</li> </ol>	<ol style="list-style-type: none"> <li>1. K-2, 3-5, 6-8 PBIS assemblies/awards</li> <li>2. Community transparency/feedback/ involvement</li> <li>3. School improvement and initiatives</li> <li>4. Parents, students and teachers talk about student academics and behavior.</li> </ol>	<ol style="list-style-type: none"> <li>1. Admin &amp; Staff</li> <li>2. Admin</li> <li>3. PTA</li> <li>4. Site Council</li> </ol>
<b>December</b>	<ol style="list-style-type: none"> <li>1. Family Craft Night (SUN School)</li> <li>2. Principal's Coffee Hour</li> <li>3. PTA Meeting</li> <li>4. Las Posadas Evening Event</li> </ol>	<ol style="list-style-type: none"> <li>1. Family crafts and gifts</li> <li>2. Community transparency/feedback/ involvement</li> <li>3. School improvement and initiatives</li> <li>4. Seasonal celebration for all families</li> </ol>	<ol style="list-style-type: none"> <li>1. SUN Staff</li> <li>2. Admin</li> <li>3. PTA</li> <li>4. Familias of Hispanic Students</li> </ol>
<b>January</b>	<ol style="list-style-type: none"> <li>1. Quarterly Assembly</li> <li>2. Principal's Coffee Hour</li> <li>3. PTA Meeting</li> </ol>	<ol style="list-style-type: none"> <li>1. K-2, 3-5, 6-8 PBIS assemblies/awards</li> <li>2. Community transparency/feedback/ involvement</li> <li>3. School improvement and initiatives</li> </ol>	<ol style="list-style-type: none"> <li>1. Admin &amp; Staff</li> <li>2. Admin</li> <li>3. PTA</li> </ol>
<b>February</b>	<ol style="list-style-type: none"> <li>1. Black History Celebration</li> <li>2. Principal's Coffee Hour</li> <li>3. PTA Meeting</li> </ol>	<ol style="list-style-type: none"> <li>1. Student performances, food</li> <li>2. Community transparency/feedback/ involvement</li> <li>3. School improvement and initiatives</li> </ol>	<ol style="list-style-type: none"> <li>1. All Staff</li> <li>2. Admin</li> <li>3. PTA</li> </ol>
<b>March</b>	<ol style="list-style-type: none"> <li>1. Women in STEAM/Career Fair</li> <li>2. Principal's Coffee Hour</li> <li>3. PTA Meeting</li> </ol>	<ol style="list-style-type: none"> <li>1. Guest visitors share career paths and passions</li> <li>2. Community transparency/feedback/ involvement</li> <li>3. School improvement and initiatives</li> </ol>	<ol style="list-style-type: none"> <li>1. STEAM Committee</li> <li>2. Admin</li> <li>3. PTA</li> </ol>
<b>April</b>	<ol style="list-style-type: none"> <li>1. Quarterly Assembly</li> <li>2. Principal's Coffee Hour</li> <li>3. PTA Meeting</li> </ol>	<ol style="list-style-type: none"> <li>1. K-2, 3-5, 6-8 PBIS assemblies/awards</li> <li>2. Community transparency/feedback/ involvement</li> <li>3. School improvement and initiatives</li> </ol>	<ol style="list-style-type: none"> <li>1. Admin &amp; Staff</li> <li>2. Admin</li> <li>3. PTA</li> </ol>



	4. Student-led Conferences 5. MultiCultural Night	4. Parents, students and teachers talk about student academics and behavior. 5. Family Event celebrating cultural heritage	4. Staff/Admin 5. Staff
<b>May</b>	1. Principal's Coffee Hour 2. PTA Meeting 3. Vernon Carnival	1. Community transparency/feedback/ involvement 2. School improvement and initiatives 3. Celebrating students and families with a whole school event.	1. All Staff 2. Admin 3. PTA 4. MYP Staff
<b>June</b>	1. 8th Grade Community Project Presentations & 5th Grade Exhibition 2. PTA Meeting	1. Students present concepts of IB learning 2. Community transparency/feedback/ involvement	1. Staff/Students 2. PTA

## **TIER I EVALUATION**

### **Evaluation of the Effects and Fidelity of the School Climate Practices**

#### **DISCIPLINE DATA (1.12)**

**Tiered Fidelity Inventory (TFI)** guides the action planning for the implementation of positive school climate.

- Assessment component is completed three times a year in September, January and May
- A score of 80% or better indicates a well-implemented tier
- The TFI action plan is revisited on a monthly basis

#### **School Climate Action Plan (TFI)**

**School Climate Survey (SCS)** determines the status of specific building-wide school climate initiatives and issues (Core Values, Student Voice, Specific CR-PBIS Initiatives--ex: acknowledgement tickets)

- Completed three times a year (September, January, May) by all students (grades 3-8)
- Reviewed by School Climate Team and shared with staff, students and families. Used to monitor and adjust climate initiatives.

