
Vestal School School Climate Handbook

Vestal School Safe, Kind, Learners

Social Justice Domains:

ACADEMIC ENGAGEMENT

***INDIVIDUAL AND FAMILY
IDENTITY***

***COMMUNITY DIVERSITY
SOCIAL JUSTICE***

LOCAL ACTION



2025-26

Vestal School for Social Justice

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WHAT IS SCHOOL CLIMATE?

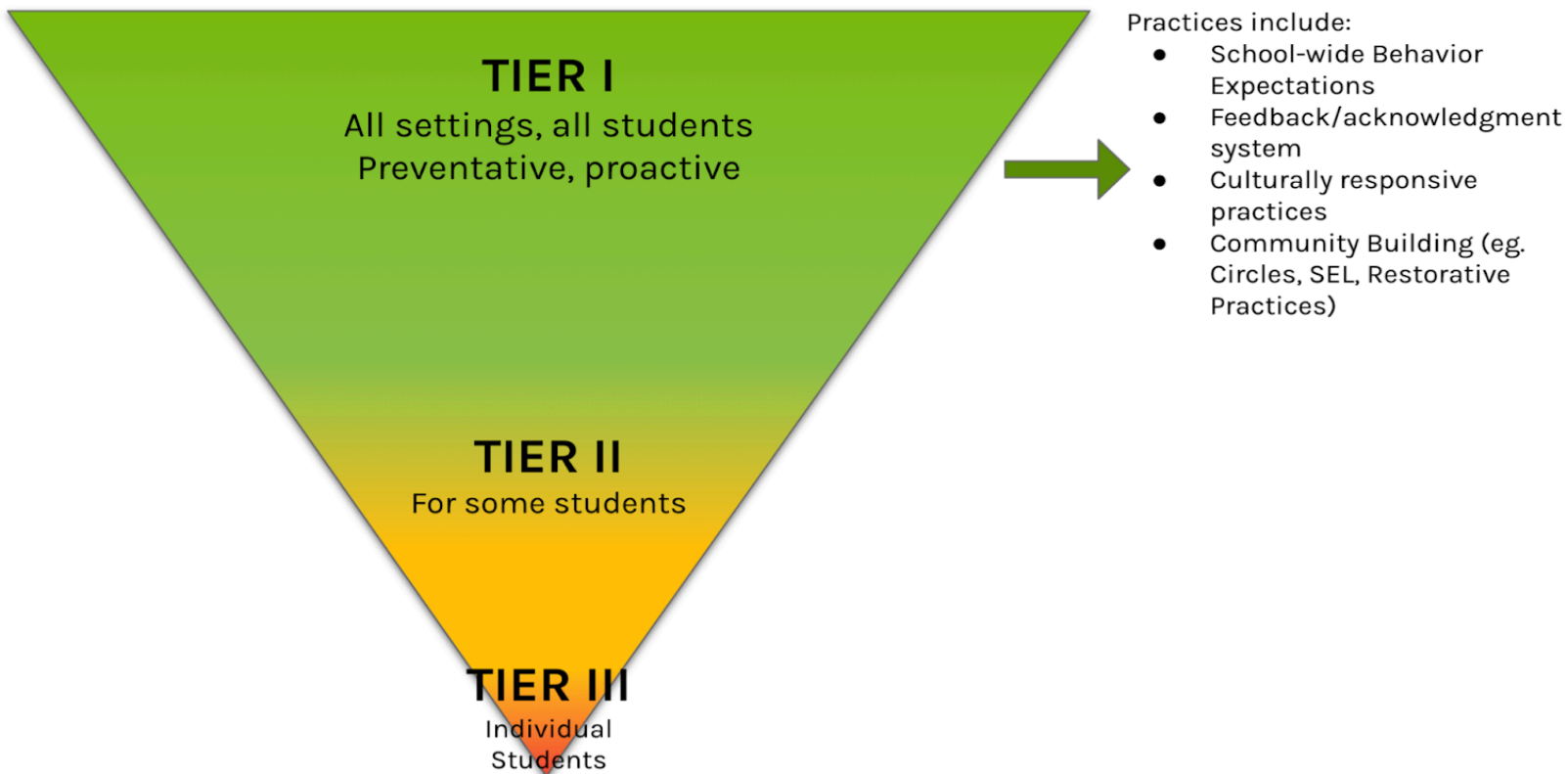
MULTI-TIERED SYSTEMS OF SUPPORT

School Climate is the most integral component of a Multi-Tiered System of Support (MTSS) framework. MTSS is focused on prevention and problem solving for all students using decision making based on data. MTSS uses evidence-based instruction, intervention and assessment practices to ensure that every student receives the appropriate level of support based on their level of need. Attention is focused on creating and sustaining Tier I support (universal), Tier II intervention (targeted group), and Tier III intervention (individual) systems to help eliminate barriers to learning and enable every student to successfully reach their full potential.

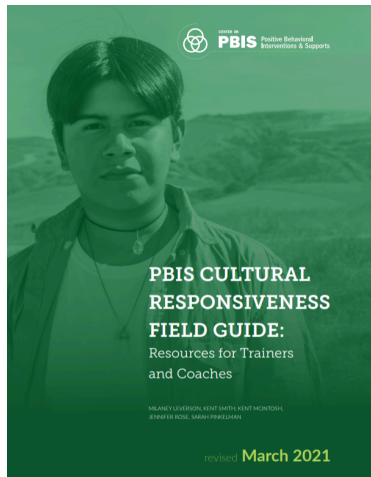
SCHOOL CLIMATE OVERVIEW

School Climate encompasses culturally relevant, restorative practices with a racial equity and social justice lens, as well as school wide social emotional learning opportunities for all students in their classrooms.

MTSS FOR STUDENT SUCCESS



CULTURALLY RESPONSIVE POSITIVE BEHAVIOR INTERVENTIONS & SUPPORTS (CR-PBIS)



Our definition of cultural responsiveness within SWPBIS includes the following core components:

1. Identity
2. Voice
3. Supportive Environment
4. Situational Appropriateness
5. Data for Equity

[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** co-constructed expectations of the school and classroom community,
2. Actively **acknowledge** kids when they are following the expectations,
3. Instructionally **redirect** behavior using restorative practices.

Research shows that when school staff acknowledge positive behaviors at least three times more often than redirecting behavioral mistakes, positive behavior increases significantly.

The school climate team 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.

The school climate team brings together all stakeholders to:

- Develop and promote school values
- Develop common area expectations for all parts of the building
- Design lesson plans and schedules to teach common area expectations throughout the year.
- Create and maintain systems to acknowledge students who are following expectations. This may be acknowledgement tickets, assemblies, or awards for individuals, classes, grade levels, etc.
- Develop school wide policies that are proactive, preventative and restorative.
- 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 use the [Panorama Successful Schools](#) survey data and [\[empathy interviews &/or surveys\]](#) to systematically assess and review student and family voices and adjust our practices to reflect the needs of our community.



RESTORATIVE PRACTICES

Restorative Justice is a philosophy grounded in the belief that positive, healthy relationships help us thrive. When we do things that impact others and create harm to those relationships, it is our individual and collective responsibility to make things right.

Restorative Practices are the skills and processes that help us build, maintain, and repair relationships to form healthy, supportive & inclusive communities. Restorative Practices are best utilized when intentional time is devoted to community building.

Community Building Circles that allow classroom communities to develop relationships by asking a series of low impact questions to get to know one another. Circles should be done as often as possible to insure relational trust is developed over time.

Restorative Inquiry is an essential restorative practice. A series of guiding questions are asked to understand all parties involved in a conflict, disagreement and/or any level of harm. The questions get to the root of a conflict and help solve the conflict by giving voice to the person who was harmed.

- What happened?
- Who was harmed and how?
- What can be done to make things better?
- What do you need to move forward?
- What support do you need to keep this from happening in the future?

RACIAL EQUITY & SOCIAL JUSTICE (RESJ)

The Board of Education for Portland Public Schools is committed to the success of every student in each of our schools. The mission of Portland Public Schools is that by the end of elementary, middle, and high school, every student by name will meet or exceed academic standards and will be fully prepared to make productive life decisions. We believe that every student has the potential to achieve, and it is the responsibility of our school district to give each student the opportunity and support to meet his or her highest potential.

Vestal School prioritizes racial equity work aligned to the vision set forth in the [PPS Graduate Portrait](#) that is committed to Culturally-Responsive Positive Behavioral Interventions & Supports, Multi-Tiered Systems of Support, Restorative Practices, Equity, and Social Emotional Learning.

We as a community must foster and promote a collective vision for public education so that every student -- regardless of race, gender, socioeconomic situation, special need or ability -- has access and opportunity to kindle his or her unique spark, and to build the knowledge and skills to achieve their goals.

We owe our students this.

-- Guadalupe Guerrero, Superintendent, Portland Public Schools



SOCIAL EMOTIONAL LEARNING

Social and Emotional Learning (SEL) is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions, and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions. ([CASEL](#))

In PPS, we embrace Transformative SEL—which is a form of SEL implementation that concentrates SEL practice on transforming inequitable settings and systems, and promoting justice-oriented civic engagement.

“Transformative SEL” is a process whereby young people and adults build strong, respectful, and lasting, relationships that facilitate co-learning to critically examine root causes of inequity, and to develop collaborative solutions that lead to personal, community, and societal well-being. This form of SEL is aimed at redistributing power to promote social justice through increased engagement in school and civic life. It emphasizes the development of identity, agency, belonging, curiosity, and collaborative problem solving within the CASEL framework. ([CASEL](#))

[CASEL’s 3 Signature Practices](#) intentionally and explicitly help build a habit of practices through which students enhance their SEL skills: self-awareness, social awareness, self-management, relationship skills, and responsible decision-making. They provide a framework for supporting teachers in fostering a supportive environment and promoting SEL. The 3 Signature Practices can be put into practice without extensive professional learning. They can be incorporated into any K-12 [lesson](#), [community meeting](#), or [staff meeting](#) through carefully choosing, effectively facilitating and thoughtfully debriefing a: [Warm Welcome](#), [Engaging Activity](#) & [Optimistic Closure](#).

To support current and future social and emotional needs, trauma-informed science reminds us of the need to:

- Elevate student’s **cultural assets, voice, and agency**
- **Strengthen relationships**, community, and sense of belonging
- **Affirm student identities** and lived experiences
- Incorporate social and emotional skill building into **academic learning**
- Establish consistent and **predictable routines**
- **Build trusting relationships** with students and families through clear and transparent communication



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)	Backup Meeting Role (Facilitator, Data Analyst, Minute Taker)
Climate/ILT Representative	Brandon Burke	Facilitator	
Administrator	Sabrina Flamoe	Principal	
Family Member	PTA, Parents of Community Meeting Groups, Site Council	Collaborators	
Behavioral Expertise	Em Rochford Jess Young Brandon Burke		Back-up Facilitator
Coaching Expertise	Janelle Hutchinson/Jessica Diaz Sabrina Flamoe		
Knowledge of Academic/ Behavioral Patterns	Jessica Diaz	Data Analyst	
Knowledge of School Operations/Programs	Sabrina Flamoe		
Student (for HS)	Vestal Student Leadership		

Climate Team Meeting Schedule

Month	Date/Time	Room	Topic/Assessment
August	PD Days		Review School Climate Handbook Review behavior expectation/common area expectation Teach behavior expectations - Safe, Kind, Learners (SKL's) Revamp Incentive System Recruit Student Members
September			Tiered Fidelity Inventory (TFI) Assessment & Action Plan Last year's Discipline Data Review
October	10/18	107	Monthly Discipline Data Review
November	11/15	213	Monthly Discipline Data Review - Whole Staff



December	NONE		Monthly Discipline Data Review
January	TBD		Tiered Fidelity Inventory (TFI) Assessment & Action Plan
February	TBD		Monthly Discipline Data Review
March	TBD		Monthly Discipline Data Review
April	TBD		Monthly Discipline Data Review
May	TBD		Tiered Fidelity Inventory (TFI) Assessment, Action Plan & Review/Update Climate Handbook
June	NONE		Planning for rollout next year



Meeting Agenda:

- Climate Team meetings [\[minutes\]](#) will be available for the community to review
- Monthly Discipline Data
- CR-PBIS School-wide Systems (assessing the effectiveness of our Equity Practices on school climate)
- Family and student voice: how we are ensuring 2-way communication and partnerships
- Integration of Restorative Practices

Agenda scheduled for each of our school climate meetings will be driven by prioritized features of our Culturally Responsive Tiered Fidelity (CR-TFI) Action Plan.

TIER I IMPLEMENTATION

Programmatic Supports for all Students

SCHOOLWIDE VALUES AND COMMON AREA EXPECTATIONS (1.3)**Our School Values are:**

Kindness (Sept)

Appreciation (Dec.)

Courage (Mar.)

Celebrations

Empath (Oct.)

Perseverance (Jan.)

Humor (April)

Peacemaker (Nov.)

Patience (Feb.)

Leadership (May)

Posters (with student, staff, family & community-produced values) have been made and distributed throughout the building in order to make them visible to students, staff and families. The intention is to send a consistent message about what our school community values and how it looks different in various common areas. This will help Vestal School ensure that our school values are inclusive and affirming.

These school values are important for the Vestal School school community, because these are the qualities that help students be successful in life. Our students need to understand and exercise community, perseverance, curiosity, courage, integrity, creativity, kindness, humor, leadership on a regular basis to master the skills to be successful and prepared to be college and career ready.

- 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.



[Click here for Common area expectations Vestal Script](#)

	Safe	Kind	Learners
Schoolwide expectations (these apply everywhere)	<ul style="list-style-type: none"> • Right time, right place • Keep hands, feet, and objects to yourself • Follow adult directions • No play fighting 	<ul style="list-style-type: none"> • Use respectful language • Build community • Take care of school property • Respect the privacy of others • Respect differences 	<ul style="list-style-type: none"> • Be ready for class--on time and prepared • Ask questions • Be engaged • Respect others' right to learn
Hallways & Stairs	<ul style="list-style-type: none"> • Walk on right side • Stay in line 	<ul style="list-style-type: none"> • Voice level 1 	<ul style="list-style-type: none"> • Not in class, must have a pass
Playground/Recess	<ul style="list-style-type: none"> • Line up quickly and quietly • Use equipment appropriately 	<ul style="list-style-type: none"> • Share equipment • Rock it out • Be a good sport • Ask a Jr. Coach for support 	<ul style="list-style-type: none"> • Respect other's space • Problem solve
Cafeteria	<ul style="list-style-type: none"> • Stay in the cafeteria • Use a bathroom pass 	<ul style="list-style-type: none"> • Voice level 2 • Clean up after yourself 	<ul style="list-style-type: none"> • Respect others' space • Problem solve • Be community-minded
Bathrooms	<ul style="list-style-type: none"> • Go, flush, wash, leave • 3 and no more at once 	<ul style="list-style-type: none"> • Voice level 2 • Clean up after yourself • Respect privacy 	<ul style="list-style-type: none"> • Be quick
Office	<ul style="list-style-type: none"> • Share your need • Respect the space 	<ul style="list-style-type: none"> • Voice level 1 • Wait patiently • Use respectful language 	<ul style="list-style-type: none"> • Come with a pass
Auditorium	<ul style="list-style-type: none"> • Stay seated • Sit with your class 	<ul style="list-style-type: none"> • Voice level 0 (during performances) • Celebrate respectfully • Use Vestal quiet signal 	<ul style="list-style-type: none"> • Be engaged



Drinking Fountains	<ul style="list-style-type: none"> • Water is for drinking only • Be community-minded 	<ul style="list-style-type: none"> • Use your water bottle 	<ul style="list-style-type: none"> • Be quick
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TEACHING EXPECTATIONS (1.4)

Lesson Plans/policies and schedule For teaching common area expectations in appendix

Yearly Schedule for Teaching Common Area Expectations

Teams have a process and procedures for staff to teach students the behaviors necessary to be successful in the school setting regardless of previous learning and without disrespecting families' beliefs. When expectations differ between home or community and school, staff examine these differences critically, and if determined to be necessary, they explicitly teach the skills (including providing a clear rationale for having a different expectation at school and opportunities for practice and feedback until students demonstrate the skill fluently).

-[PBIS CR Field Guide](#), p.16 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. This includes acknowledging positive behaviors and actions, scanning for potential growth areas, modeling and supporting regulation strategies, and using restorative practices to reduce and repair harm. Click for more information on [Active Supervision](#).

DEFINING STAGE 1 AND STAGE 2/3 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.

Defining Behaviors

[\[Click for Samples\]](#)

Behavior Scenarios		
Pre-Referral	Stage 1 Referral Classroom Managed Behaviors	Stage 2/3 Administrator involvement
Language <ul style="list-style-type: none"> • Language "slips" 	Swearing/Vulgarity (written/spoken) <i>Synergy: Mild Cursing</i> <ul style="list-style-type: none"> • Use of "lesser" swear words 	Swearing/Vulgarity (written/spoken) <i>Synergy: Indecent Gesture; Language, Abusive/Profane</i>



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

DISCIPLINE POLICIES (1.6)

When students violate school rules and expectations, we will assign interventions and consequences aligned with the severity of the behavior. Interventions and consequences will always be designed with the goal of re-teaching expected behaviors in mind and with Restorative Justice practices at the center of our work. We will use progressive discipline—applying more substantial interventions and consequences when undesired behaviors are repeated or chronic. To whatever extent possible, we are committed to keeping kids in the building to hold them accountable for behaviors. We use Restorative Practices to try to resolve harm and mediate conflict. Restorative Practices may include mediation, healing circles, re-entry conversations, and restitution. We use “SKL’s” (see Vestal Climate folder for details) reteaching plan for behaviors that are unsafe or cause harm to others.

We will involve families in our redirections of students as much as possible. We believe that, when school and home work in partnership, we can best support students to learn positive and expected behaviors. The attached chart outlines a leveled approach to our most common behaviors, interventions, and consequences.

Behavior Responses			
	Low Level Behaviors	Stage 1 Classroom Managed Behaviors	Stage 2/3 Climate Specialist Managed Behaviors
Documentation	Documentation type and duration at teacher discretion: Examples <ul style="list-style-type: none"> ➤ Daily log ➤ Digital spreadsheet ➤ Class Dojo 	Referrals - Teacher and other staff generated, completed on paper, Synergy, or Google Form Kid Talk, if behavior does not improve with teacher delivered tier 1 interventions.	Referrals - Teacher generate or teacher referred to Climate Coach / Admin Outcome / Follow up emails - Climate Coach / Admin Intervention Tracking - Case Manager
	Behaviors are handled on the spot using simple redirections, intervention strategies and teachable moments (Repeated minor: teacher check-in with parent & team, Admin)	PPS Stage 1 Synergy referral used, and if applicable Partner Class Reset . (Teacher makes contact with parent by phone, voice mail, email or in person, document parent contact, paper or Synergy)	PPS Stage 2/3 referral used along with Repair session with admin or climate coach. First parent contact is made by administration or climate specialist, follow up with teacher. Teacher makes follow up contact with parent



Teacher and Admin Responsibilities	<ul style="list-style-type: none"> Students stay in class No documentation for behavior outside of class, lunch, or recess clipboard Document parent contact (paper or Synergy) 	<ul style="list-style-type: none"> Can include *chronic, repeated low level behaviors Enter incident in Synergy (refer to Climate Coach) No immediate involvement by Admin/Climate 	<p>within 48 hours and documents it either paper or Synergy.</p> <ul style="list-style-type: none"> Can include *chronic, documented Stage 1 misbehaviors Student is removed from class for Restorative Practices for extreme/unsafe behaviors
Supports & Interventions	<ul style="list-style-type: none"> Compliments Reteach rule Gentle reprimand Keep in proximity Pre-correction Private redirection Sensitive use of humor Praise for taking responsibility Identify replacement behavior Modify/differentiate work 	<ul style="list-style-type: none"> Classroom behavior contract (not SIT) Teacher managed Behavior Tracker Class meeting, Restorative Circle (with support of Climate Coach) 	<ul style="list-style-type: none"> SIT Process & Tier II Interventions <ul style="list-style-type: none"> Outside of the classroom <ul style="list-style-type: none"> Daily Progress Report/Behavior Plan Check-in/check-out (CICO) Mentor at school/check and connect Breaks are Better Social Skills groups *Data will be used to inform decisions. Safety plan Determined by Administrator according to Student Rights and Responsibilities Handbook
Restoration & Accountability	<ul style="list-style-type: none"> Restorative inquiry and dialogue Change seating Family contact Time out (in-class) - positive approach like clam corner, not punitive time-out Loss of privilege Active but restricted recess/activities (ex: "walk the perimeter") to provide an opportunity for reflection Informal behavior contract 	<ul style="list-style-type: none"> Repair Reflection Restorative inquiry and conversation with student(s) involved followed by tangible repairing of harm Time out/Partner Class Reset with (out of class- less than 15 minutes) Meaningful work Parent contact and documentation Structured or restricted recess Loss of privilege/time out 	<ul style="list-style-type: none"> Repair session with Admin or Climate Specialist and Admin parent communication Admin follow-up with staff Restorative Justice Circle community meeting Restorative Community Service <ul style="list-style-type: none"> Meaningful work? Loss of privilege In-school Suspension or Out of School Consequence determined by Administrator according to Student Rights and Responsibilities Handbook



Proactive & Inclusive Practices

Staff build a learning community by:

- Intersecting and integrating Restorative Justice practices, CR-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

[\[Click here for sample Discipline Policies\]](#)

[\[Click here for Reset/Think sheet process and samples\]](#)

PROFESSIONAL DEVELOPMENT (1.7)

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.

Date	Topic	Presenter
August	School climate orientation:	



	<ul style="list-style-type: none"> • Teaching school values & common area expectations schedule • Teaching classroom routines & expectations • Schoolwide and classroom acknowledgement systems • Correcting fluently • SIT flowchart • Influence of race, culture and language on adult expectations and student behavior 	
September	Equity, Restorative Practices, Trauma Informed	
October	Equity	
November		
December		
January		
February		
March		
April		
May	Review of School Climate Plan/Staff Handbook	
June		

CLASSROOM PROCEDURES (1.8)

Every teacher will have an Effective Classroom Practices Plan (ECPP). ECPPs will be shared with administration no later than the day before back to school night. Co-creating classroom practices reduces variability between classrooms and makes it more consistent for students. Some sample plans are provided below and PD time will be provided in the first two weeks of school to complete these documents.

The Classroom Practices Plan template, covers the essential features of effective classroom practices: Structure, teaching expectations, acknowledging positive behaviors, and supporting regulation & restorative practices.

[\[Click here for Effective Classroom Practices Plan & Guest Teacher Support System Resources\]](#)

FEEDBACK AND ACKNOWLEDGEMENT SYSTEMS (1.9)

Research shows that when staff “catches” a student exhibiting appropriate behaviors, those behaviors will increase and misbehaviors will decrease. Specific praise is extremely important in increasing the recurrence of appropriate behaviors. Some schools decide to give out



acknowledgement “tickets”, small slips of paper that are aligned with the school values. All staff hand out the acknowledgement tickets, along with specific praise, to students as they witness appropriate behaviors in the common areas, in classrooms, on buses, etc.

Description of our school-wide acknowledgement system:

Type	What	When/Where	Who Gives Them?
Immediate/ High frequency	Students: Vestal Bucks Adults:	Classroom & Common areas	All Staff
Redemption of immediate/ High Frequency	Spinning Wheel Classroom stores Adults:		
Long term SW Celebrations	Students: Monthly Celebrations	Assembly	All Staff

Acknowledgement Matrix

Type	What	When/Where	Who Gives Them?
Immediate/ High frequency	Kids: Vestal Bucks Adults: All Staff	Classroom & Common areas	All Staff
Redemption of immediate/ High Frequency	Kids: Vestal Spinny Wheel on Fridays		
Long term SW Celebrations	Kids: Assemblies, Drawings/Wheel	Kids: Weekly drawings Adults: Principal	Teachers, Cafeteria duty staff
Continued Excellence Programs	Kids: Adults: {Insert Adult names}	Kids: Walking Field Trips, Intermittent free dress, end of the year field trip Adults: {Insert Adult names}	Students apply for program

[\[Click here for sample Feedback & Acknowledgement Systems\]](#)



FACULTY INVOLVEMENT (1.10)

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

Date	Data Shared	Staff Input Topic

PLAN FOR FAMILY, STUDENT AND COMMUNITY INVOLVEMENT (1.11)

Schedule for family involvement activities Vestal School Student Leadership Team.

Vestal School New Student/Family Plan

[\[Click here for Student/Family/Community Involvement Resources\]](#)

Date	Topic & Group	Activities	Organizer
August			
September			
October			
November			
December			
January			
February			
March			
April			
May			
June			



TIER I EVALUATION

Evaluation of the Effects and Fidelity of the School Climate Practices

DISCIPLINE DATA (1.12)

Tiered Fidelity Inventory (CR-TFI) guides the action planning for the implementation of a 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

Recent TFI scores

- 2020-2021:

Successful Schools Survey (SSS)

- Completed once a year in February by all students (grades 3-12), staff, and families.
- Reviewed by the School Climate Team and shared with staff, students and families. Used to monitor and adjust climate initiatives.
- Accessed via the Panorama [dashboard](#).

Recent SSS data

- 2020-2021:

School Climate Action Plan (CR-TFI): [\[Click here for CR-TFI Action Plan Template\]](#) See appendix.

 Vestal Action Plan March 2017



Appendix

School: School Climate (CR-TFI) Action Plan

Date:

{Insert your school's TFI Action Plan plan here} [{Click here for TFI Action Plan Template}](#)



{Insert full common area expectation lesson plans and teaching schedule here}

