



Vestal School Climate Handbook

We are a community of safe, kind learners

2020-2021

Social Justice Domains:

ACADEMIC ENGAGEMENT

INDIVIDUAL AND FAMILY IDENTITY

COMMUNITY DIVERSITY

SOCIAL JUSTICE

LOCAL ACTION

[TOWN HALL SCHEDULE 2019-2020](#)

The Vestal School Mission Statement

Our richly-diverse community nurtures life-long learning to support all students in achieving their very highest educational and personal potential.

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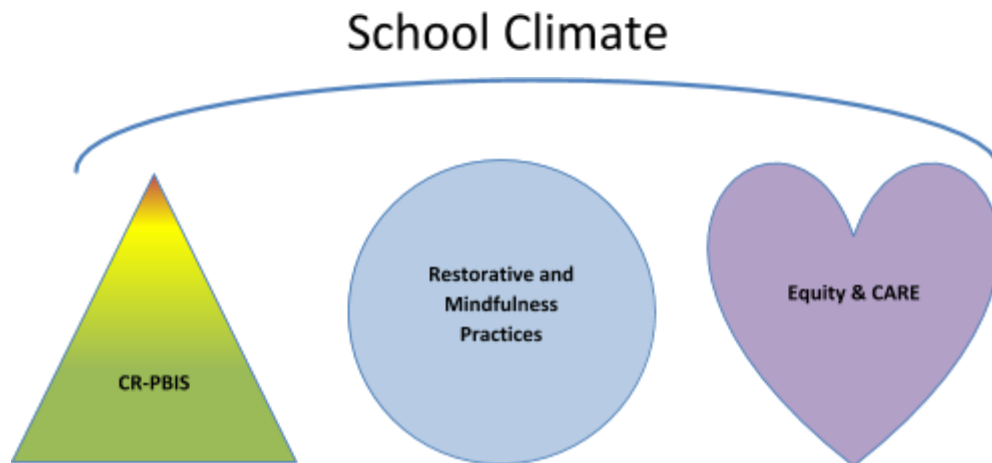
WHAT IS SCHOOL CLIMATE?

VESTAL SCHOOL CLIMATE PHILOSOPHY

Vestal is committed to creating a community of safe, kind learners. We model what is expected, reinforce positive behaviors, and intervene on unexpected behaviors. We strive to be respectful and inclusive. Our interventions are culturally-responsive and developmentally-appropriate. We resolve conflicts and misunderstandings using restorative processes. Students, families, and community agencies are critical partners in our work.

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.



SOCIAL-EMOTIONAL LEARNING (SEL)

1. **Self-Awareness** - The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."
2. **Self-Management** - The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.
3. **Social Awareness** - The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.
4. **Relationship Skills** - The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- 5. Responsible Decision-Making** - The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

CULTURALLY-RESPONSIVE-PBIS (CR)

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:

- 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.

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?



MINDFULNESS PRACTICES

Solid scientific evidence suggests that mindfulness interventions improve attention, self-control, emotional resilience, memory and immune response.

EQUITY/CARE

This handbook is intended to inform Vestal School staff 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 CARE 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.”

Former Chief Equity Officer, Lorenzo Poe



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	Brandon Burke	Facilitator
Administrator	Jeff Wilebski	Asst. Principal
Family Member	PTA, Parents of Community Meeting Groups, Site Council	Collaborators
Behavioral Expertise	Miguel Wahl (Counselor)	Data Analyst Co-Facilitator
Coaching Expertise		
Knowledge of Academic/Behavioral Patterns		Collaborator
Knowledge of School Operations/Programs	Jeff Wilebski	Asst. Principal
Students	Vestal Student Leadership	Collaborators

Climate Team Meeting Schedule

Month	Date/Time	Room	Topic/Assessment
August	PD Days PD Days Week 1 & 2 CT Planning Day		Review School Climate Handbook Review behavior expectation/common area expectation lesson plans & map calendar Teach behavior expectations Revamp Incentive System Recruit Student Members
September	PTA Meeting		Parent & Student feedback on School Climate Handbook Tiered Fidelity Inventory (TFI) Assessment & Action Plan Last year's Discipline Data Review
October			Monthly Discipline Data Review
November			Monthly Discipline Data Review
December			Review Common Area Expectations Monthly Discipline Data Review
January			Reteach all Common Area Expectations Tiered Fidelity Inventory (TFI) Assessment & Action Plan



February			Monthly Discipline Data Review
March			Monthly Discipline Data Review
April			Monthly Discipline Data Review
May			Tiered Fidelity Inventory (TFI) Assessment & Action Plan School Climate Handbook Work for 18-19
June			Planning for rollout next year

Meeting Agenda:

- [Climate Team Agenda Template Link Here](#)
- Monthly Discipline Data
- CR-PBIS School-wide Systems - Review Incomplete Sections of Tier 1 TFI Action Plan
- 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)

Student Mission: Safe, Kind Learners

At Vestal, we expect all staff and students to be SAFE, KIND, LEARNERS in all school-related settings and activities--that means they have “SKLs.” Throughout the building, we have identified specific expectations for being a Safe, Kind Learner in each learning space (see attached **SKLs Matrix of Expectations**). Visual reminders of these expectations are posted in each space. Each classroom teacher will also work with their students to identify specific classroom expectations. As part of our school climate model, staff will teach and re-teach these expectations throughout the year.

Our School Core Values are:

Community
Perseverance
Leadership

Curiosity
Courage

Integrity
Creativity

Kindness
Humor

Each month, we also teach and celebrate one **Core Value**. At the end of each month, we hold **Community Celebrations**. Our Celebrations are student-led. Teachers present awards to students who have exemplified the past month’s Core Value, shown tremendous academic effort and growth, and demonstrated social-emotional learning in the past month. The intention is to send a consistent message about what our school community core values are and how they are important to students development as community members. 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.

Vestal SKLs Matrix of Expectations

	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 	<ul style="list-style-type: none"> • Use respectful language • Build community • Take care of school property • Respect the privacy of others 	<ul style="list-style-type: none"> • Be ready for class--on time and prepared • Ask questions • Be engaged • Respect others’ right to learn



		<ul style="list-style-type: none"> • Respect differences 	
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 	<ul style="list-style-type: none"> • Respect other's space • Problem solve
Cafeteria	<ul style="list-style-type: none"> • Stay in seat • Get permission to get up 	<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 	<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--feet on floor • 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 •
Water Coolers	<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

TEACHING EXPECTATIONS (1.4)

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



Yearly Schedule for Teaching Common Area Expectations

Date
August 27- September 30, 2015: Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide.
January 4-January 8, 2016: Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide.
March 28-April 1, 2016: Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide.
As indicated by Vestal School discipline data 2015-2016

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, 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	Movement	<ul style="list-style-type: none"> · Constant · High rate · Randomized within specified area(s) · Targets known problem areas
2	Scanning	<ul style="list-style-type: none"> · Constant · Targets both appropriate SKLs and inappropriate behaviors · Targets known problem areas · Uses both visual and auditory cues · Increases opportunities for positive contact
3	Positive Contact	<ul style="list-style-type: none"> · SKLs Language · Friendly, respectful, open demeanor · Proactive, non-contingent · High rate of delivery (3:1)
4	Positive Reinforcement	<ul style="list-style-type: none"> · Contingent on behavior · Viking Bucks · Consistent (with behavior and across staff) · High rate of delivery (3:1 to correction)
5	Instructional Responses (Low level responses)	<ul style="list-style-type: none"> · Immediate · Contingent on behavior · Non-argumentative, non-critical · Specific to behavior · Systematic: correction, model, lead, test, and retest · Consistent (with behavior and across staff)



6	Consequences when instructional responses are not working	<ul style="list-style-type: none"> · Documented (class clipboards, lunch, recess) · Neutral, businesslike demeanor · Non-argumentative, non-critical · Consistent (with behavior and across staff) · Fair, non-arbitrary
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PPS DISCIPLINE HANDBOOK

(USED TO INFORM VESTAL SCHOOL DEFINITIONS, PRACTICES, AND RESPONSES)

DEFINING BEHAVIOR, INTERVENTION AND DOCUMENTATION TIERS (1, 2 & 3) (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.

Behavior Scenarios		
Pre-Referral	Stage 1 Referral Classroom Managed Behaviors	Stage 2/3 Administrator involvement
<p style="text-align: center;">Language</p> <ul style="list-style-type: none"> ● Language “slips” ● Inappropriate non swearing language ● Student repeats language but doesn’t understand its meaning 	<p style="text-align: center;">Swearing/Vulgarity (written/spoken) <i>Synergy: Mild Cursing</i></p> <ul style="list-style-type: none"> ● Use of “lesser” swear words ● Use of obscene hand gestures ● Minor suggestive/sexual talk 	<p style="text-align: center;">Swearing/Vulgarity (written/spoken) <i>Synergy: Indecent Gesture; Language, Abusive/ Profane</i></p> <ul style="list-style-type: none"> ● Use of “greater” swear words directed at others ● Repeated or obscene/offensive hand gestures ● Repeated or explicit/offensive sexual talk
<p style="text-align: center;">Vandalism/Theft/Misuse of Property</p> <ul style="list-style-type: none"> ● Careless accident ● Climbing on bathroom stalls, throwing paper towels ● Teasingly taking others possessions 	<p style="text-align: center;">Vandalism/Theft/Misuse of Property <i>Synergy: Damaging Property; Taking Others Property</i></p> <ul style="list-style-type: none"> ● Thoughtlessly damaging property –can be easily fixed w/ little time or no cost 	<p style="text-align: center;">Vandalism/Theft/Misuse of Property <i>Synergy: Technology, Use Violation; Theft-Minor or Major</i></p> <ul style="list-style-type: none"> ● Taking others possessions to keep ● Purposefully damaging property- may be timely or costly to fix
<p style="text-align: center;">Annoyances</p> <ul style="list-style-type: none"> ● Lack of focus ● Noise making and/or talking ● Out of seat ● Cutting in line 	<p style="text-align: center;">Classroom Disruption <i>Synergy: Talking too loudly, Excessive Talking, Bothering Pestering, Mild Defiance or Not Following Directions.</i></p> <ul style="list-style-type: none"> ● Repeatedly off task, calling out that interrupts learning 	<p style="text-align: center;">Chronic/Serious Classroom Disruption <i>Synergy: Disruptive Conduct</i></p> <ul style="list-style-type: none"> ● Disruptions where area or room needs to be cleared ● Extreme and/or unsafe Behaviors



	<ul style="list-style-type: none"> Repeatedly interrupting others while working Argumentative to peers and adults 	
<p>Reluctant Compliance</p> <ul style="list-style-type: none"> Initially resisting or ignoring directions 	<p>Ignoring Instructions</p> <p><i>Synergy: Mild Defiance, Not Following Directions</i></p> <ul style="list-style-type: none"> Repeatedly and intentionally ignoring reasonable requests 	<p>Defiance</p> <p><i>Synergy: Insubordination/Defiance/Disobedience</i></p> <ul style="list-style-type: none"> Insubordination Significant back talk Disrespectful, more aggressive body and/or verbal language
<p>Teasing</p> <ul style="list-style-type: none"> Altering names Annoying on purpose: bugging Doesn't care if it hurts others feelings 	<p>Pre-harassment</p> <p><i>Synergy: Teasing/Putdowns, Bothering/Pestering</i></p> <ul style="list-style-type: none"> "Put Downs" or "roasts" Threatening stares Mean-spirited teasing Personal verbal attacks 	<p>Harassment</p> <p><i>Synergy: Harassment/Bullying, Extortion, Language, Abusive/Profane</i></p> <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
<p>Hands/Feet/Objects to Self</p> <ul style="list-style-type: none"> Poking or pushing Pinching, jostling Throwing class materials Retaliating as above 	<p>Roughness</p> <p><i>Synergy: Play Fighting</i></p> <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 	<p>Fighting/Aggression</p> <p><i>Synergy: Threat Causing Fear of Harm, Physical Attack/Harm, Physical Contact-Inappropriate</i></p> <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

Behavior Responses

	Low Level Behaviors	Stage 1 Classroom Managed Behaviors	Stage 2/3 Office Managed Behaviors
Documentation	Documentation type and duration at teacher discretion	Referrals - Teacher generated Kid Talk, if behavior does not improve with teacher delivered interventions	Referrals - Teacher generated Outcome emails - Admin Intervention Tracking - Case Manager



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Teacher and Admin Responsibilities</p>	<p>Behaviors are handled on the spot using simple redirections, intervention strategies and teachable moments (Repeated minor: teacher check-in with parent & team, Admin)</p> <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) 	<p>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)</p> <ul style="list-style-type: none"> • Can include *chronic, repeated low level behaviors • Enter incident in Synergy (refer to Administrator) • No immediate involvement by Admin 	<p>PPS Stage 2/3 referral used along with Repair session with admin. First parent contact is made by administration, follow up with teacher. Teacher makes follow up contact with parent 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 goes to office for extreme/unsafe behaviors
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Supports & Interventions</p>	<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) • Class circle/community meeting 	<ul style="list-style-type: none"> • SIT Process & Tier II Interventions <ul style="list-style-type: none"> ○ Daily Progress Report/Behavior Plan ○ Counselor check-in/check-out ○ Mentor at school/check and connect ○ Breaks are Better ○ Social Skills groups • Motivating Success Through Partnership <ul style="list-style-type: none"> ○ Safety plan • Determined by Administrator according to Student Rights and Responsibilities Handbook
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Restoration & Accountability</p>	<ul style="list-style-type: none"> • Restorative inquiry and dialogue • Change seating • Family contact • Time out (in-class) • 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) • Parent contact and documentation • Structured or restricted recess • Loss of privilege/time out • MYP after-school Repair session 	<ul style="list-style-type: none"> • Repair session with Admin and Admin parent communication • Admin follow-up with staff • Class circle/community meeting • Restorative Community Service • Loss of privilege • In-school Suspension • Consequence determined by Administrator according to Student Rights and Responsibilities Handbook



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. 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.

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



1.

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.

PD Plan

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



February	School Culture/Climate Data Review <ul style="list-style-type: none"> Equity: Influence of race, culture and language on adult expectations and student behavior Restorative Justice:Topic TBD	
March	School Culture/Climate Data Review <ul style="list-style-type: none"> Equity: Influence of race, culture and language on adult expectations and student behavior Restorative Justice:Topic TBD	
April	School Culture/Climate Data Review <ul style="list-style-type: none"> Equity: Influence of race, culture and language on adult expectations and student behavior Restorative Justice:Topic TBD Review Common area expectation and acknowledging appropriate behaviors (frequency, success rate, stu/staff feedback)	
May	School Culture/Climate Data Review <ul style="list-style-type: none"> Equity: Influence of race, culture and language on adult expectations and student behavior Review of School Climate Plan/Staff Handbook	
June	Recommendations for 2018-2019	

CLASSROOM PROCEDURES (1.8)

As per PAT contract every teacher will have a classroom management plan. Classroom management plans will be due to administration the day before back to school night. A sample plan is provided below; PD time will be provided in the first two weeks of school

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

INSERT CLASSROOM MANAGEMENT PLAN TEMPLATE

Guest Teacher Support System

INSERT GUEST TEACHER BINDER EXPECTATIONS HERE

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 “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.

VESTAL BUCKS:

Positive recognition of met expectations is an important hallmark of our school culture. When staff “catch” students exemplifying Safe, Kind Learner behaviors, they can reward them with **Vestal Viking Bucks**. Staff should be specific with students about why they are receiving **Vestal Viking Bucks** (i.e. “I noticed you picking up garbage in the hallway--that is kind to our community.”). Students can use their bucks to “buy” prizes and experiences at our **Vestal Viking Store**.

Acknowledgement Matrix

Type	What	When/Where	Who Gives Them?
Immediate/ High frequency	Students: Vestal Bucks Adults:	Classroom & Common areas	All Staff
Redemption of immediate/ High Frequency	Students: Student Store/Experiences Adults:		
Long term SW Celebrations	Students: Monthly Celebrations	Assembly	All Staff
Continued Excellence Programs	Students: Adults		

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
September	August 27th-September 30th	
January	January 4th-January 8th	
April	March 28th-April 1st	
June	School Climate Survey	



PLAN FOR FAMILY, STUDENT AND COMMUNITY INVOLVEMENT (1.11)

Date	Topic & Group	Activities	Organizer
August	<ol style="list-style-type: none"> 1. Community Care Day (8/18) 2. Block Party (8/26) 3. Welcome Back Assembly (TBA) 	<ol style="list-style-type: none"> 1. Family & Community engagement 2. Community Building, entertainment, food 3. Students welcomed to the year 	<ol style="list-style-type: none"> 1. Admin 2. PTA, SUN, Admin 3. All Staff
September	<ol style="list-style-type: none"> 1. Kinder Parent Event 2. Back to School Night 3. Site Council Meeting 4. Community Celebration 5. Principal Coffee 	<ol style="list-style-type: none"> 1. Family Engagement 2. Visiting classrooms and meeting teachers and staff 3. School improvement and initiatives 4. Student Acknowledgement 5. Community transparency/feedback/ involvement 	<ol style="list-style-type: none"> 1. PTA, Admin 2. All Staff 3. Admin 4. All Staff 5. Admin
October	<ol style="list-style-type: none"> 1. Spirit Week 2. PTA Meeting 3. Community Dinner 4. Site Council Meeting 5. Community Celebration 6. Principal Coffee 	<ol style="list-style-type: none"> 1. Student Engagement 2. School improvement and initiatives 3. Community Dialogue, and Action around Equity, Race, and Relationships. 4. School improvement and initiatives 5. Student Acknowledgement 6. Community transparency/feedback/ involvement 	<ol style="list-style-type: none"> 1. Climate Team 2. PTA 3. PTA, SUN, Admin 4. Admin 5. All Staff 6. Admin
November	<ol style="list-style-type: none"> 1. PTA Meeting 2. Parent/Teacher Conferences 3. Fall Harvest Festival 4. Site Council 	<ol style="list-style-type: none"> 1. School improvement and initiatives 2. Parents, students and teachers talk about student academics and behavior. 3. Community Building, entertainment, food 4. School improvement and initiatives 	<ol style="list-style-type: none"> 1. PTA 2. All Staff 3. PTA, SUN, Admin 4. Site Council
December	<ol style="list-style-type: none"> 1. Multicultural Night 2. PTA Meeting 3. Community Celebration 4. Principal Coffee 	<ol style="list-style-type: none"> 1. Community Building, entertainment, food 2. School improvement and initiatives 3. Student Acknowledgement 4. Community transparency/feedback/ involvement 	<ol style="list-style-type: none"> 1. All Staff 2. PTA 3. All Staff 4. Admin
January	<ol style="list-style-type: none"> 1. PTA 2. Site Council 	<ol style="list-style-type: none"> 1. School improvement and initiatives 2. School improvement and initiatives 	<ol style="list-style-type: none"> 1. PTA 2. Site Council



	<ul style="list-style-type: none"> 3. Community Dinner 4. Community Celebration 5. Principal Coffee 	<ul style="list-style-type: none"> 3. Community Dialogue, and Action around Equity, Race, and Relationships. 4. Student Acknowledgement 5. Community transparency/feedback/ involvement 	<ul style="list-style-type: none"> 3. PTA, SUN, Admin 4. All Staff 5. Admin
February	<ul style="list-style-type: none"> 1. PTA Meeting 2. PTA Movie Night 3. Community Celebration 4. Site Council Meeting 5. Principal Coffee 	<ul style="list-style-type: none"> 1. School improvement and initiatives 2. Community Building 3. Student Acknowledgement 4. School improvement and initiatives 5. Community transparency/feedback/involvement 	<ul style="list-style-type: none"> 1. PTA 2. PTA 3. All Staff 4. Site Council 5. Admin
March	<ul style="list-style-type: none"> 1. Spirit Week 2. PTA Meeting 3. SUN Showcase 4. Site Council 5. Community Celebration 6. Principal Coffee 	<ul style="list-style-type: none"> 1. Student Engagement 2. School improvement and initiatives 3. Student Performances 4. School improvement and initiatives 5. Student Acknowledgment 6. Community transparency/feedback/involvement 	<ul style="list-style-type: none"> 1. Climate Team 2. PTA 3. SUN 4. Site Council 5. All Staff 6. Admin
April	<ul style="list-style-type: none"> 1. PTA Meeting 2. Steam Night () 3. Site Council 4. Community Celebration 5. Principal Coffee 	<ul style="list-style-type: none"> 1. School improvement and initiatives 2. Family science and art hands-on activities 3. School Improvement and Initiatives 4. Student Acknowledgment 5. Community transparency/feedback/involvement 	<ul style="list-style-type: none"> 1. PTA 2. PTA 3. Site Council 4. All Staff 5. Admin
May	<ul style="list-style-type: none"> 1. PTA Meeting 2. Talent Show 3. Community Dinner) 4. Site Council 5. Community Celebration 6. Principal Coffee 	<ul style="list-style-type: none"> 1. School improvement and initiatives 2. Student Performances 3. Community Dialogue, and Action around Equity, Race, and Relationships. 4. School Improvement and Initiatives 5. Student Acknowledgment 6. Community transparency/feedback/ involvement 	<ul style="list-style-type: none"> 1. All Staff 2. Admin 3. PTA, SUN, Admin 4. Site Council 5. All Staff 6. Admin
June	<ul style="list-style-type: none"> 1. Music Concert 2. PTA Meeting 	<ul style="list-style-type: none"> 1. Student Performances 2. School improvement and initiatives 	<ul style="list-style-type: none"> 1. All Staff 2. PTA



Plan for Additional Student Involvement

School wide: Monthly assemblies with public recognition of individual and whole-class exemplary behavior and achievement. Ongoing class circles to continue to build relationships and revisit class community expectations and acknowledgements.

Vestal School Leadership Team (4-5) will meet regularly to help design and implement reward programs for students, support positive behaviors and create materials for teaching behavior expectations.

K-5 Playworks Junior Coach Program will support K-5 positive student behavior and play during recess.

Student Leadership/Community Service (K-5) - Opportunities for students to be leaders in the school and community through community service.

Vestal New Student/Family Plan

Miguel Wahl - Counselor, Sabrina and Diana

Student Welcoming Sessions (Miguel Wahl)

- Counselor leads a three-week session, 1 session a week. New students enter at any time in the 3-week session. Each session begins with a getting acquainted activity. Counselor tracks when the new student begins and ends 3-week session.
 - **3 week topics:**
 - **Activity 1: Welcome and Needs/Wishes/Wants Activity**
 - **Activity 2: Check-in, goal setting**
 - **Activity 3: Check-out, next steps,**
 - **invites** new student to continue in the group as a “mentor” if necessary.
 - **Counselor gives and collects** End-of-Term survey for all new students

Family Welcoming Sessions (Admin)

- **Week 1:** Introduction call, optional building tour/visit
- **Week 3:** Follow-up call, needs/wishes/wants, reviews results of 3 week student welcoming session with counselor

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

Recent TFI scores

- [2016-2017: TFI Action Plan](#)
- [2015 - 2016: TFI Action Plan](#)

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 3-5)
- Reviewed by School Climate Team and shared with staff, students and families. Used to monitor and adjust climate initiatives.

Recent SCS data

-



Appendix

School: Vestal School Climate (TFI) Action Plan

Link to TFI:

https://docs.google.com/document/d/1FJw-_FlaU4dyKYxz6fLAI4VwTeuxN4w3B2hEx9h6pR4/edit

Date: 3/7/2017 update 5/30/2017

Tier I					
Subscale	TFI Feature	Current Score	Action(s)	Person(s) Responsible	Timeline
Teams	1.1 Team Composition Data source: Meeting notes	1	Have: Administrator, Need: Family member, not necessarily represented of the community demographics.		
	1.2 Team Operating Procedures Data source: Meeting notes in Meetings Folder	1 2	Have: Need: Members need a clear role. A clear action plan for the school		
Implementation	1.3 Behavioral Expectations Data source: School Climate Plan Expectations Folder for Common Area Expectations	1	Have: More than 5 expectations. Have a matrix, defined common area expectations Need: Five or fewer expectations. Family/Student input Reteaching Plan developed for after Spring Break for Hallway Behavior. Additional Assembly for 6-8 to differentiate needs of age groups Team is conducting survey of Students and Staff (May 2017) to uncover anchor words of value to form basis of Expectations moving forward in Fall 2017 Team has completed development of Anchor Values and new Matrix for common areas Walkthrough 4/11/17 Not Meet for Hallway Expectations		5/30 2107
	1.4 Teaching Expectations Data source: Teaching Calendars Shared E-folders Fall 2016 calendar in shared Exp Folder	1	Have: Expectations. Guidance and Lessons. Need: Not happening with consistency. Family input needed. Differentiated lessons. Universal Design I..		



<p>April Calendars not in Shared Folder</p>		<p>April: Teaching Calendars for whole month of April developed by each Teacher and sent to Admin Lesson plans.</p> <p>Team is developing Teaching calendar for August-September 2017 (5/30/2017) to be completed by 6/15</p> <p>Walkthrough 4/11/17 Not Meet for Hallway Expectations</p>		<p>6/15/2017</p>
<p>1.5 Problem Behavior Definitions Data source: Matrix. School Policy.</p>	<p>1</p>	<p>Have: Behavior Matrix. Procedures exist Need: Not consistent implementation or shared understanding of who does what and why</p> <p>Team Work Session: Team is revising layout and content 5/30</p>		
<p>1.6 Discipline Policies Data source: Matrix. School Policy. Accountability Structures in TFI 1.5-6 Folder Also School Website in the Climate Handbook</p>	<p>1</p>	<p>Have: On paper, things are defined. Need: Consistency of implementation for restorative approaches. Staff development. Student/Family Voice. Consistent staff implementation by all adults in the building.</p> <p>Team Work Session: Team is revising layout and content 5/30</p>		
<p>1.7 Professional Development Data source: PD Calendar in shared TFI 1.7, Plans for Classroom practices, 3 sessions, PBIS re-boot</p>	<p>± 2</p>	<p>Have: Done PD on Tier I Classroom management systems, plans, SIT referral process Need: Differentiation for staff. Formalize our process - what comes out of the PD. What is the process for this?, etc. Routines and expectations are not clearly defined/articulated. I do. We do. You do.</p> <p>Team Work Session: Team is revising layout and content 5/30 for 2017-18</p>		
<p>1.8 Classroom Procedures Data source: Classroom management plans. PD Calendar for ECP lans in Fall 2016</p>	<p>2</p>	<p>Have: Classroom management plans. Need:</p>		
<p>1.9 Feedback and Acknowledgment Data source: Walkthrough. Vestal Store.</p>	<p>± 2</p>	<p>Have: Vestal bucks - positive recognition. Need: Consistent adult usage. How/Why they are being used. Formal system in-place.</p> <p>Walkthrough 4/11/17 Meet for Vestal Bucks (Staff usage data low on small sample, Student exposure high on larger sample)</p>		



	1.10 Faculty Involvement Data source: Staff meeting minutes. PD calendars, Late Opening Agenda, PLC data meetings	1	Have: Shown data to staff. Some opportunity for staff input. Need: More regular data-presentations. More staff input can be sought.		
	1.11 Student/Family/Community Involvement Data source: Plans and lessons for Values re-set with students, Community Healing circles Plans, Family Circle schedule in Family Handbook Student Focus groups	0 2	Have: Community dinners. Need: Formally seek feedback from the community on our PBIS systems.		
Eval	1.12 Discipline Data Data source: Admin Dashboard, meeting Minutes for Attendance	2	Have: Need: The data is only as accurate as the people inputting the data. More consistent data input.		
Evaluation	1.13 Data-based Decision Making Data source: Meeting notes. AHR notes show data questions. PLC work in emails from Instructional Coach	1 2	Have: Monthly meetings with data. Need: Clearer data-based action plans. (May be appropriate for Team to shift focus back to Systems building and maintenance)		
	1.14 Fidelity Data Data source: CR-TFI	2	Have: TFI tool Need: Complete a second walkthrough (April 2017)		
	1.15 Annual Evaluation Data source: Fidelity tools Staff Agendas Possible Surveys or Focus Group Agendas	1	Have: Lots of internal reflection. Need: Stakeholders' voice needed. Report our reflections to our stakeholders in a successful way.		

Tier II

Subscale	TFI Feature	Current Score	Action(s)	Person(s) Responsible	Timeline
Teams	2.1 Team Composition Data source:				
	2.2 Team Operating Procedures Data source:				
	2.3 Screening Data source:				



	2.4 Request for Assistance Data source:				
Interventions	2.5 Options for Tier II Interventions Data source:				
	2.6 Tier II Critical Features Data source:				
	2.7 Practices Matched to Student Need Data source:				
	2.8 Access to Tier I Supports Data source:				
	2.9 Professional Development Data source:				
Evaluation	2.10 Level of Use Data source:				
	2.11 Student Performance Data Data source:				
	2.12 Fidelity Data Data source:				
	2.13 Annual Evaluation Data source:				

Tier III					
Subscale	TFI Feature	Current Score	Action(s)	Person(s) Responsible	Timeline
Teams	3.1 Team Composition Data source:				
	3.2 Team Operating Procedures Data source:				
	3.3 Screening Data source:				
	3.4 Student Support Team Data source:				



Resources	3.5 Staffing Data source:				
	3.6 Student/Family/Community Involvement Data source:				
	3.7 Professional Development Data source:				
Support Plans	3.8 Quality of Life Indicators Data source:				
	3.9 Academic, Social, and Physical Indicators Data source:				
	3.10 Hypothesis Statement Data source:				
	3.11 Comprehensive Support Data source:				
	3.12 Formal and Natural Supports Data source:				
	3.13 Access to Tier I and Tier II Supports Data source:				
Evaluation	3.14 Data System Data source:				
	3.15 Data-based Decision Making Data source:				
	3.16 Level of Use Data source:				
	3.17 Annual Evaluation Data source:				



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

