Vernon Elementary School Climate Handbook

Vernon IB World School K-8

Be Safe

Be Respectful

Be Responsible

Be IB

We strive to be:
Principled
Reflective
Open-Minded
Balanced
Thinkers
Risk-Takers
Inquirers
Caring
Communicators
Knowledgeable

2021-2022

Vernon IB World School

IBelieve. IBelong. IBecome.
Come grow with us.

IB Primary Years Programme | IB Middle Years Programme

The Vernon Mission:

Student Friendly: IBelieve. IBelong. IBecome. 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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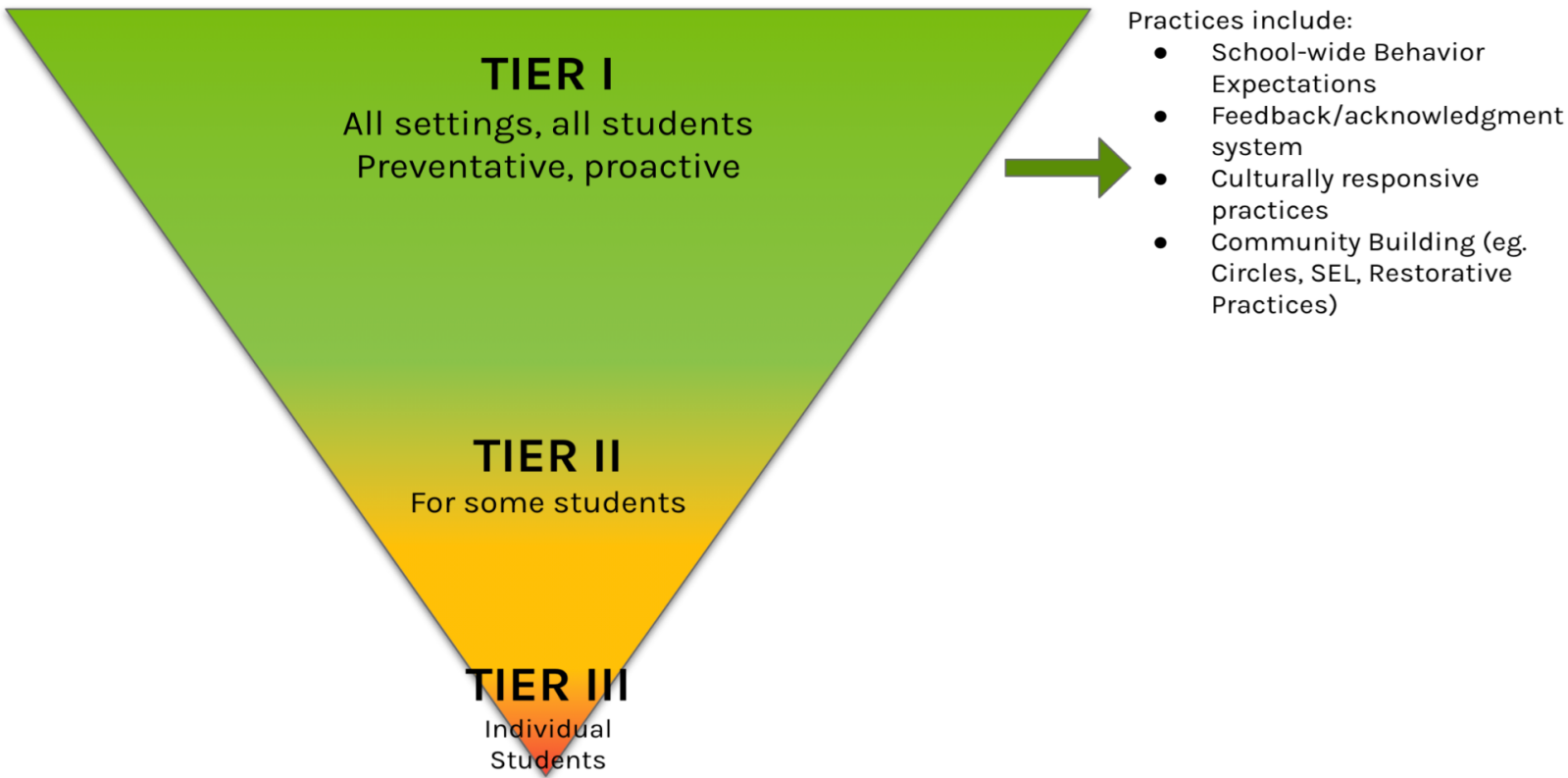
WHAT IS SCHOOL CLIMATE?

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

TIER I
All settings, all students
Preventative, proactive

Practices include:
- School-wide Behavior Expectations
- Feedback/acknowledgment system
- Culturally responsive practices
- Community Building (eg. Circles, SEL, Restorative Practices)

TIER II
For some students

TIER III
Individual Students

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

PBIS CULTURAL RESPONSIVENESS FIELD GUIDE: Resources for Trainers and Coaches

MILANEY LEVERSON, KENT SMITH, KENT MCINTOSH, JENNIFER ROSE, SARAH PINKELMAN

revised **March 2021**
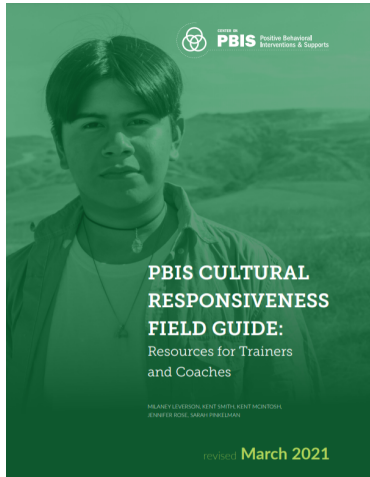
Our definition of cultural responsiveness within SWPBIS includes the following core components:

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.

Portland Public Schools   2021-2022

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.

Vernon IB World 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
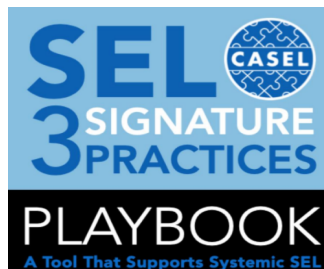
THE SCHOOL CLIMATE TEAM (TIER I)

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			
Administrator	Jane Harold	Facilitator	
Family Member			
Behavioral Expertise	Will Backner	School Psychololgist	
Coaching Expertise	Hanna Allen	Counselor	
Knowledge of Academic/ Behavioral Patterns			
Knowledge of School Operations/Programs			
Student (for HS)	N/A		

Climate Team Meeting Schedule

Month	Date/Time	Room	Topic/Assessment
August			
August/September	8/27	MPR	Tiered Fidelity Inventory (TFI) Assessment & Action Plan Last year's Discipline Data Review
October	10/5	Office	Monthly Discipline Data Review
November	11/2	Office	Monthly Discipline Data Review
December	12/7	Office	Monthly Discipline Data Review
January	1/25	Virtual	Monthly Discipline Data Review & ECPP Updates
February			Monthly Discipline Data Review
March			Monthly Discipline Data Review
April			Monthly Discipline Data Review
May			Tiered Fidelity Inventory (TFI) Assessment, Action Plan & Review/Update Climate Handbook
June			Planning for rollout next year

Meeting Agenda:

- Vernon 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
- School Culture/Climate Data Review, including holistic data analysis
  DuFour's
    - 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)

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:

- **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 student, staff, family & community-produced values) 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 IB World 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 IB World School** 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 and 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.

Common Area Expectations

Common Area Expectations

Vernon IB School	
We strive to be:	
Principled Reflective Open-Minded Balanced Thinker Risk-Taker Inquirer Caring Communicator Knowledgeable	
HALLWAYS	
● Walk with purpose ● Keep hands, feet and objects to self ● Phone & devices are off and away	● Voice level 0-2 ● Carry a hall pass ● Follow directions from staff
BATHROOMS	
● Go ● Flush ● Wash ● Leave No Trace ● Leave	
LIBRARY	
● Treat books with care. ● Return materials where they belong. ● Use level 1 voices.	● Wait to check out books. ● Return books on time.
CAFETERIA	
● Raise your hand for help. ● Remain seated until dismissed. ● Help others if needed.	● Quiet conversation, level 1-2 voices. ● Clean your space, leave no trace.
PLAYGROUND	
● Play fair, play smart, play safe ● Return playground equipment when finished with your game.	● Invite and include others ● Line up when the whistle blows.
BUSES	
● Enter and exit safely ● Remain seated	● Use level 1 voices ● Interact with kindness
ASSEMBLIES	
● Stay seated. ● Level 0 Voice ● Eyes on the presentation	● Respond to the quiet signal ● Use positive, appropriate responses
OWLS at the BACKDOORS	
● Ring buzzer or knock once. ● Enter with a Level 0-1 Voice	● Walk with purpose, no running. ● Use appropriate language
OFFICE	
● Stop at the front desk and check in. ● Use good manners, be polite.	● Wait quietly for your turn. ● Return to class promptly.

Teaching Expectations (1.4)

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

Date
August 24- September 30, 2021: Teams ensure that school staff understand that all students need explicit teaching about co-constructed expected behavior at school.*
January 3–January 7, 2022: Teams ensure that school staff understand that all students need explicit teaching about co-constructed expected behavior at school.*
March 28–April 1, 2022: Teams ensure that school staff understand that all students need explicit teaching about co-constructed expected behavior at school.*
As indicated by Vernon IB World School discipline data 2021–2022

Owls *in the* Cafeteria

> 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. 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.

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	**Movement**	· Constant · High rate · Randomized within specified area(s) · Targets known problem areas
2	**Scanning**	· Constant · Targets both appropriate (PROB TRICCK) and inappropriate behaviors · Targets known problem areas · Uses both visual and auditory cues · Increases opportunities for positive contact
3	**Positive Contact**	· IB Language (PROB TRICCK) · Friendly, respectful, open demeanor · Proactive, non-contingent · High rate of delivery (3:1)
4	**Positive Reinforcement**	· Contingent on behavior · Compliments · Consistent (with behavior and across staff) · High rate of delivery (3:1 to correction)
5	**Instructional Responses (Low level responses)**	· 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**	· Documented (class, lunch, recess) · Neutral, businesslike demeanor · Non-argumentative, non-critical · Consistent (with behavior and across staff) · Fair, non-arbitrary

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.
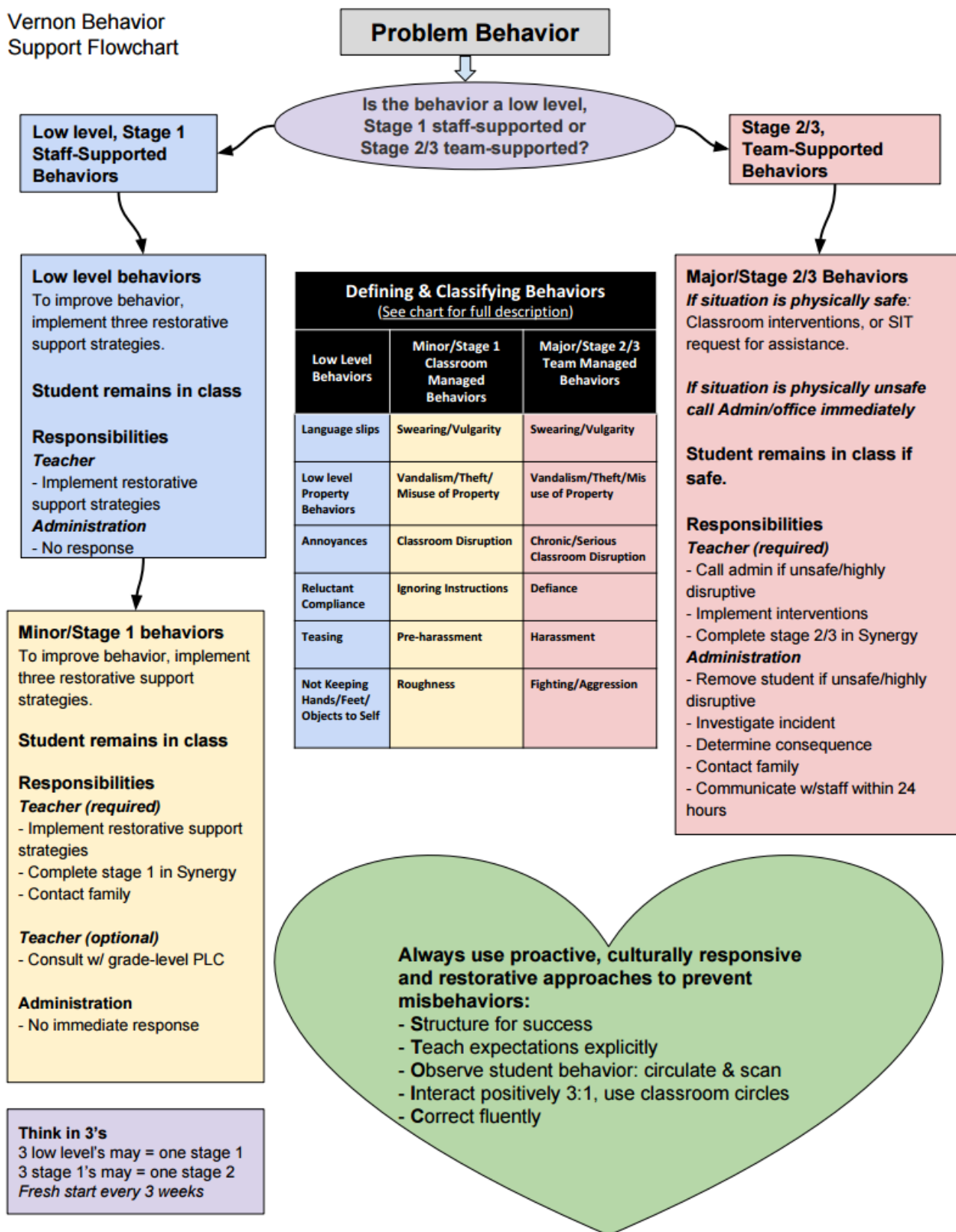
Defining Behaviors

Defining & Classifying Behaviors		
Low Level Behaviors	**Minor/Stage 1** **Classroom Managed Behaviors**	**Major/Stage 2/3** **Team Supported Behaviors**
Language ● Language "slips" ● Inappropriate non swearing language ● Student repeats language but doesn't understand its meaning	**Swearing/Vulgarity** (written/spoken) *Synergy: Mild Cursing* ● Use of "lesser" swear words ● Use of obscene hand gestures ● Minor suggestive/sexual talk	**Swearing/Vulgarity** (written/spoken) *Synergy: Indecent Gesture; Language, Abusive/ Profane* ● Use of "greater" swear words directed at others ● Repeated or obscene/offensive hand gestures ● Repeated or explicit/offensive sexual talk
Vandalism/Theft/Misuse of Property ● Careless accident ● Climbing on bathroom stalls, throwing paper towels ● Teasingly taking others possessions	**Vandalism/Theft/Misuse of Property** *Synergy: Damaging Property;* *Taking Others Property* ● Thoughtlessly damaging property –can be easily fixed w/ little time or no cost	**Vandalism/Theft/Misuse of Property** *Synergy: Technology, Use Violation; Theft-Minor or Major* ● Taking others possessions to keep ● Purposefully damaging property- may be timely or costly to fix
Annoyances ● Lack of focus ● Noise making and/or talking ● Out of seat ● Cutting in line	**Classroom Disruption** *Synergy: Talking too loudly, Excessive Talking, Bothering Pestering, Mild Defiance or Not Following Directions.* ● Repeatedly off task, calling out that interrupts learning ● Repeatedly interrupting others while working ● Argumentative to peers and adults	**Chronic/Serious Classroom Disruption** *Synergy: Disruptive Conduct* ● Disruptions where area or room needs to be cleared ● Extreme and/or unsafe Behaviors
Reluctant Compliance ● Initially resisting or ignoring directions	**Ignoring Instructions** *Synergy: Mild Defiance, Not Following Directions* ● Repeatedly and intentionally ignoring reasonable requests	**Defiance** *Synergy: Insubordination/Defiance/Disobedience* ● Insubordination ● Significant back talk ● Disrespectful, more aggressive body and/or verbal language
Teasing ● Altering names ● Annoying on purpose: bugging ● Doesn't care if it hurts others feelings	**Pre-harassment** *Synergy: Teasing/Putdowns, Bothering/ Pestering* ● "Put Downs" or "roasts" ● Threatening stares ● Mean-spirited teasing ● Personal verbal attacks	**Harassment** *Synergy: Harassment/Bullying, Extortion, Language, Abusive/Profane* ● 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 ● Poking or pushing ● Pinching, jostling ● Throwing class materials ● Retaliating as above	**Roughness** *Synergy: Play Fighting* ● 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** *Synergy: Threat Causing Fear of Harm, Physical Attack/Harm, Physical Contact-Inappropriate* ● Hitting/kicking/punching/ pushing with the intent to seriously harm ● Encouraging another to fight ● Throwing class materials with the intent to harm others

Responding to Behaviors		
Low Level Behaviors	**Minor/Stage 1** **Classroom Managed Behaviors**	**Major/Stage 2/3** **Team Supported Behaviors**
Teacher & Admin Responsibilities Behaviors are handled on the spot using simple redirections, intervention strategies and teachable moments (Repeated minor: teacher check-in with parent & team, Admin) ● Students stay in class ● No documentation for behavior outside of class, lunch, or recess clipboard ● Document parent contact (paper or Synergy)	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) ● **Can include *chronic, repeated low level behaviors** ● Enter incident in Synergy (refer to Administrator) ● No immediate involvement by Admin	PPS Stage 2/3 referral used along with **Repair session** 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. ● **Can include *chronic, documented Stage 1 misbehaviors** ● **"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.** ● Student goes to office for extreme/unsafe behaviors.

Supports & Interventions
 	
● 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
	● Classroom behavior contract (not SIT)
	● Class circle/community meeting
		● **SIT Process & Tier II Interventions**
		  o Daily Progress Report/Behavior Plan
		  o Counselor check-in/check-out
		  o Mentor at school/check and connect
		  o Breaks are Better
		  o Social Skills groups
		● **Motivating Success Through Partnership**
		  o Safety plan
		● Determined by Administrator according to Student Rights and Responsibilities Handbook

Restoration & Accountability ● 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	● 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	● **Repair session with Admin** and Admin parent communication ● Admin follow-up with staff ● Class circle/community meeting ● Restorative Community Service ● Loss of privilege and/or activity ● In-school Suspension ● Consequence determined by Administrator according to Student Rights and Responsibilities Handbook.

Vernon Behavior
Support Flowchart

Problem Behavior

Is the behavior a low level, Stage 1 staff-supported or Stage 2/3 team-supported?

Low level, Stage 1 Staff-Supported Behaviors

Stage 2/3, Team-Supported Behaviors

Low level behaviors
To improve behavior, implement three restorative support strategies.

Student remains in class

Responsibilities
Teacher
- Implement restorative support strategies
Administration
- No response

Defining & Classifying Behaviors
(See chart for full description)

Low Level Behaviors	Minor/Stage 1 Classroom Managed Behaviors	Major/Stage 2/3 Team Managed Behaviors
Language slips	Swearing/Vulgarity	Swearing/Vulgarity
Low level Property Behaviors	Vandalism/Theft/ Misuse of Property	Vandalism/Theft/Mis use of Property
Annoyances	Classroom Disruption	Chronic/Serious Classroom Disruption
Reluctant Compliance	Ignoring Instructions	Defiance
Teasing	Pre-harassment	Harassment
Not Keeping Hands/Feet/ Objects to Self	Roughness	Fighting/Aggression

Major/Stage 2/3 Behaviors
If situation is physically safe:
Classroom interventions, or SIT request for assistance.

If situation is physically unsafe call Admin/office immediately

Student remains in class if safe.

Responsibilities
Teacher (required)
- Call admin if unsafe/highly disruptive
- Implement interventions
- Complete stage 2/3 in Synergy
Administration
- Remove student if unsafe/highly disruptive
- Investigate incident
- Determine consequence
- Contact family
- Communicate w/staff within 24 hours

Minor/Stage 1 behaviors
To improve behavior, implement three restorative support strategies.

Student remains in class

Responsibilities
Teacher (required)
- Implement restorative support strategies
- Complete stage 1 in Synergy
- Contact family

Teacher (optional)
- Consult w/ grade-level PLC

Administration
- No immediate response

Always use proactive, culturally responsive and restorative approaches to prevent misbehaviors:
- Structure for success
- Teach expectations explicitly
- Observe student behavior: circulate & scan
- Interact positively 3:1, use classroom circles
- Correct fluently

Think in 3's
3 low level's may = one stage 1
3 stage 1's may = one stage 2
Fresh start every 3 weeks

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

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

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: • 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		
October		
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.

Vernon IB World School's Effective Classroom Practices Plans

Vernon IB World School's Guest Teacher Support System

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:

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 enter them into weekly, monthly or quarterly raffles for prizes.
- Feedback from students and families about current systems and planning for changes and improvements

Acknowledgement Matrix

Type	What	When/Where	Who Gives Them?
Immediate/ High frequency	Students: Compliments Staff to Student Ratio	Classroom & Common areas	All Staff
Redemption of immediate/ High Frequency	Students: Classroom-based systems, weekly incentives/ raffles. - Ex. Timbers tickets, Vernon pencils, lunch with the principal, extra recess, games and prizes etc. - Group/class experiential rewards: extra recess, class park trip, etc.	Classroom & Common areas	All Staff
Long term school wide Celebrations	Students: Assemblies, raffles, etc.	Students: Monthly assemblies, weekly drawings	Teachers, staff
Continued Excellence Programs	Students: Adults:	Kids: Walking Field Trips, Intermittent free dress, end of the year field trip Adults:	Students apply for program

{Click here for sample Feedback & Acknowledgement Systems}

Portland Public Schools

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 24– September 30	
January	January 3–January 7	
April	March 28–April 1	
June	School Climate Survey	

PLAN FOR FAMILY, STUDENT AND COMMUNITY INVOLVEMENT (1.11)

Schedule for Family Involvement Activities

Date	Topic & Group	Activities	Organizer
9/15			
10/15			
11/15			
12/15			
1/16			
2/16			
3/16			
4/16			
5/16			
6/16			

{Click here for Student/Family/Community Involvement Resources}

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): See appendix.

Appendix

School: Vernon IB World School

Date: May 2019 & April 2020

Vernon IB World School TFI Action Plan April 2020

Vernon IB World School TFI Action Plan May 2019

Vernon IB World School common area expectation lesson plans and teaching schedule