

Guidelines for Report Card Comments

A comment on the report card should provide additional information about the student's level of achievement. In combination with the assigned grade it should give the parent/guardian a picture of what the student has accomplished over the course of the term and the areas he/she may need to continue to work on in the future.

All comments follow the Strength, Challenge and Next Step model, specific to that student. Please note that one phrase may be written so that it is both a Challenge and a Next Step.

Consider the audience: Comments should be written in language, free from educational jargon, which will be easily understood by parents/guardians and students.

Expectations to be collected by the Principal

- Running Records-collected monthly
- F&P Data
- Foundations end of unit assessment data
- End of Module Math Assessments

Scheduling Guidelines

SVU Minimum Guidelines for K-5 Schedules Recommended	
ELA Foundations/Words Their Way Math Number Corner Morning Meeting Second Step Intervention Science/Social Studies	60 min 30 min 60 min 15 min 15 min 30 min 1x a week Building specific Building specific

SVU Minimum Guidelines for 6-8 Schedules Recommended	
ELA/Math/Social Studies/Science Advisory Second Step Intervention	200 min combined Building specific 30 min 1x a week Building specific

SVU Minimum Guidelines for 9-12 Schedules Recommended	
ELA, Math, Social Studies, Science Advisory Intervention	Determined based on graduation requirements 10 min 30 min

Math Guidelines

1. K-12 teachers of mathematics will use the 2017 SVU Pacing Guides and the **SVU Curriculum** as their guide in implementation.
2. Adherence to the [Non-Negotiables](#) from M. Sharma for each grade level K-12 must be honored. For a summary of these non-negotiables [click here](#).
3. K-12 Teachers will utilize the **Eureka Math Program** to support instruction.
4. End of module assessments from Eureka Math or Number Corners are permissible (K-5), and these changes must be made as a grade level team and match the SVU Proficiency-Based Scoring Guide. Assessments may be broken down to complete over days.
5. **K-12 Instructional Lesson Template-see link below.**
 - Teachers will make use of the instructional template and indicate other resources being used to support the lesson. This will allow teachers to share effective resources that strengthen the instructional program at each grade level.
 - Parts of the lesson can be done at different parts of the day as teachers see appropriate. Some lessons might be recommended to be implemented or reinforced in other subject areas, for example data lessons being taught during science or social studies. [Link to Lesson Template](#) **If you are following the Eureka Math Format, you are adhering to this expectation.**
6. **Incorporation of the CCSS Mathematical Practices**
 - There are eight essential mathematical practices that **students should be utilizing** and **teachers MUST model and encourage**. These practices are **essential** and specific to the teaching and learning of mathematics.
 - These practices are outlined in the Core Standards and sets of posters have been created that align with different grade level bands reflecting visuals and student-friendly language.

Provides grade appropriate posters with visual representations and student-friendly language. [Videos](#) Sponsored by the Noyce Foundation, Inside Mathematics Provides video examples of the Eight Essential Math Practices by Grade Level.

7. Teachers of mathematics will be provided the following allocated amounts of time:

K-8 60 minutes minimum (broken up throughout the day)

9-12: 60 minutes minimum

8. A Pathway to Math Fluency

Number Corner is a skill-building program that revolves around the classroom calendar, providing daily practice as well as continual encounters with broader mathematical concepts in 15–20 minutes of engaging instruction. Revised to address the Common Core State Standards for Mathematics, Number Corner second edition is an essential component in Mathematics used to complement Eureka Math K–5 curriculum.

9. All schools will utilize Reflex Math in Grades 2 for all students that have not mastered their facts. **** Please see SVU [Math Fact Fluency](#) Document for further information.

K-12 Writing Non-Negotiables Once Taught- Tools in support of SVUUSD's Writing Non-Negotiables (K-3,)

The following are the expectations for all written assignments.

1. Write sentences that have proper subject/verb agreement.
2. Write in a consistent tense throughout.
3. Use correct capitalization throughout your writing (including **blog posts**)
 - **All proper nouns (names and places)**
 - **The pronoun "I"**
 - **The first letter at the beginning of a sentence**
 - **Titles**
 - **Abbreviations**
4. Use correct punctuation
 - **A period at the end of a declarative sentence or imp. Sen.**
 - **An exclamation point at the end of an exclamatory sentence**
 - **A question mark at the end of an interrogative sentence**
 - **Commas in a series**
 - **Plural -s vs. apostrophe -s for possession**
5. Write in complete sentences throughout the composition. Indent each paragraph.
 - **No fragment sentences**
 - **No run on sentences**
6. Follow rules of spelling
 - **No more than 5 spelling mistakes allowed**
 - **Absolutely no "text language" or non-standard abbreviations ('cause/cuz, lol, u, i, ur, ima, 2, gonna, wanna, etc.)**
 - **Text, content words, and/or word wall words will be spelled correctly**
7. Students will use proper usage of the following homonyms:
 - **to, two, too**
 - **were, where, wear, we're**
 - **there, their, they're**
 - **your, you're**
 - **our, are**
8. Students will use teacher assigned heading and font.
9. Students will follow MLA (ELA) and/or APA (History/Science) citation formats.
10. Students will turn in written assignments that are well spaced and legible.

Running and Anecdotal Record Keeping-Uniform Practice and Protocol

Expectation: Teachers in grades 1-5 will administer running records and maintain anecdotal records on students' reading behaviors/progress. Specifically, running and anecdotal records for **at risk students (below grade level)** every 2 weeks, **on level** every 4 weeks, and **above level** 6-8 weeks.

Purpose: This practice of administering running records serves as a means of valuable formative assessment. The data gleaned from the running record serves to inform the teacher of reading achievements/progress as well as to identify next steps in instruction. These running records are one means of differentiating the particular instruction each student needs.

Text Recommendation: Students that read at or above grade level already apply numerous strategies, so every text should be a cold read. Students that are below grade level should use familiar text progress monitor if the interventions and instructional practices have been effective.

Tools: Selected text: Teachers are asked to use the **instructional text** the student is currently working with. This text has been selected to support the SVU Curriculum and to provide adequate challenge to the student (within **instructional level**). The text should fall between **100 and 150 running words**. This may vary depending on the age and reading level of a student. Make sure to have read the text you are administering

yourself and reflect back on the instructional skills you have taught .

F & P Calculator/ Stopwatch: The use of the F & P calculator is a handy device, but a stopwatch and calculator can be used to time the reading of the text and calculate wpm and derive accuracy score.

Scores and Scoring: Oral Reading Rate: The student will allow you to monitor his/her **reading rate**. Increased reading rate can be cited as a form of improvement. If an F & P calculator is not available, simply time the students using a stopwatch, divide the number of words read by elapsed time (total seconds) and multiply by 60. This will provide the number of words read per minute. There is no expectation to time the student's reading when students are in Kindergarten or in the fall of First Grade.

Please note that reading rate is only a part of reading fluency. Accuracy, phrasing, and using punctuation correctly are also parts of fluency. The National Reading Panel's definition of fluency is the ability to read text with accuracy, appropriate rate, and good expression. The ability to read words quickly does not by itself indicate a high score in fluency. However, rate and accuracy provide an indication of a student's fluency.

The **Hasbrouck-Tindal (2006) table of oral reading fluency** chart below represents World Correct Per Minute (WCPM) not simply words read.

Hasbrouck-Tindal (2006) table of oral reading fluency norms

The only nationally normed reference chart for fluency.

Grade	Percentile	Fall WCPM	Winter WCPM	Spring WCPM	Avg. Weekly **Improvement**
1	90	–	81	111	1.9
	75	–	47	82	2.2
	50	–	23	53	1.9
	25	–	12	28	1.0
	10	–	6	15	0.6
2	90	106	125	142	1.1
	75	79	100	117	1.2
	50	51	72	89	1.2
	25	25	42	61	1.1
	10	11	18	31	0.6
3	90	128	146	162	1.1
	75	99	120	137	1.2
	50	71	92	107	1.1
	25	44	62	78	1.1
	10	21	36	48	0.8
4	90	145	166	180	1.1
	75	119	139	152	1.0

	50	94	112	123	0.9
	25	68	87	98	0.9
	10	45	61	72	0.8
5	90	166	182	194	0.9
	75	139	156	168	0.9
	50	110	127	139	0.9
	25	85	99	109	0.8
	10	61	74	83	0.7
6	90	177	195	204	0.8
	75	153	167	177	0.8
	50	127	140	150	0.7
	25	98	111	122	0.8
	10	68	82	93	0.8
7	90	180	192	202	0.7
	75	156	165	177	0.7
	50	128	136	150	0.7
	25	102	109	123	0.7
	10	79	88	98	0.6
8	90	185	199	199	0.4
	75	161	173	177	0.5
	50	133	146	151	0.6
	25	106	115	124	0.6
	10	77	84	97	0.6

***WCPM = Words Correct Per Minute**

****Average weekly improvement is the average words per week growth you can expect from a student. It was calculated by dividing the difference between the fall and spring scores by 32, the typical number of weeks between the fall and spring assessments. For grade 1, since there is no fall assessment, the average weekly improvement was calculated by dividing the difference between the winter and spring scores by 16, the typical number of weeks between the winter and spring assessments.**

Accuracy & Instructional Reading Levels:

Accuracy will be another important data point to keep a record of throughout the year and the criteria for each level varies.

Students in the primary grades (K-2) and performing within Levels A-K must meet the following percentages: **Independent Text**, also classified as 'easy' must be read with accuracy falling between 95% 100%. **Instructional Text**: accuracy scores should fall between 90 and 94%; and **Hard Text**: would be read with accuracy less than 90%.

Students in the middle and upper grades (3-8) and reading within Levels L-Z reading accuracy rate must fall between 98 and 100% for the Level to be considered **Independent** while reading accuracy rates that fall between 95 and 97% would be considered an **Instructional Level**. Any text read with an accuracy below 95% is considered **Hard**.

Coding and Miscue Analysis: Teachers will utilize the coding practices of the Fountas & Pinnell Benchmark Assessment which can be found on the inside of the back cover of the Assessment Guide (either Kit A or Kit B Assessment Guide Manuals). This helps us approximate a standardized assessment format that will be uniform throughout the district. It is recommended that you copy this coding chart, laminate it and adhere to a clipboard. **NOTE: a self correction is NOT an error.**

Complete the error analysis, cite specific progress noted, and also cite potential area(s) of instructional need. When analyzing errors indicate by circling the letter/s (M, S, or V) that best demonstrates the source students were using when an error was made. Include coding for SC and determine ratio of SC: number of words read. This measure reflects to what extent the student is monitoring his/her own reading.

Fluency: Use the fluency scoring key (rubric) provided in the F & P Benchmark Assessment. Keep in mind that although you can expect fluent, phrased reading, it is likely that students will score a 3 when reading at their independent reading (easy) levels. When reading more challenging text, the student is likely to slow down for purposes of problem solving and then speed up with easier stretches of text thus scoring a 2.

At the early levels, students reading in Levels A and B are encouraged to **point under each word** as they are learning to match one spoken word with one written word. In this case you are looking for one to one matching (voice/print match) and left to right directionality. At Level C, the reading grows a bit faster and you will begin to hear some phrasing and stress on particular words.

Special Cases and Considerations in the administration of a running record:

1. If the child skips a full paragraph, point this out and invite him/her to reread the paragraph. No error.
2. If the child inserts many words, you are likely to have more errors than words in the text read. This is likely to happen at lower levels. In this case, score the page as having the same number of errors as words on the page. Errors should not exceed number of words within the text.
3. When the reader is processing the text satisfactorily but gets mixed up and loses his/her place, just ask the student to start over at a good starting point and begin coding again. Do not count this as an error.
4. No matter how many attempts a student makes at a word, score only one error for each word.
5. Alternate fiction and nonfiction selections.
6. In situations where a student misreads a proper noun, it is recorded as one error only; code the pronunciation of the misread proper noun word every time for purposes of analysis.
7. If a student is making multiple errors early on in a particular leveled text, stopped immediately and drop back to an easier text level.

Comprehension:

Reading comprehension occurs when a reader links new information with prior knowledge or personal experience to derive meaning from what was read. From the process, the student becomes a critical reader -- a problem solver.

Thinking Within the Text: Oral Reading

- Solve Words: Use a range of flexible strategies to recognize, take apart, and understand words
- Monitor and Correct: Check on accuracy and understanding and work to self-correct errors when all sources of information don't fit together
- Search for and Use Information: Notice and use all information sources (meaning, language structure, and visual information)
- Maintain Fluency: Read at a good rate with phrasing, pausing, intonation, and appropriate stress
- Adjust Reading: Take action in flexible ways to solve problems or fit purpose and genre

Thinking Within the Text: Reading Comprehension: Talk & Writing

- Summarize Remember important information and carry it forward

Thinking Beyond the Text

- Predict Think about what might happen next
- Infer Think about what the writer means and has not explicitly stated
- Make Connections Connect the text to personal and world knowledge as well as other texts
- Synthesize Adjust present understanding to accommodate new knowledge

Thinking About the Text

- Analyze Notice aspects of the writer's craft
- Critique Think critically about the text

[Fountas & Pinnell Questions](#)

Fountas & Pinnell Criteria for Instructional Level Reading

At levels A-K: 90-94% accuracy with excellent or satisfactory comprehension or 95-100% accuracy with limited comprehension.

At levels L-Z: 95-97% accuracy with excellent or satisfactory comprehension or 98-100% accuracy with limited comprehension.

Fountas & Pinnell Criteria for Independent Level Reading

At levels A-K: 95-100% accuracy with excellent or satisfactory comprehension.

At levels L-Z: 98-100% accuracy with excellent or satisfactory comprehension.

Fountas & Pinnell Criteria for Hard Level Reading

At levels A-K: Below 90% accuracy with any comprehension score.

At levels L-Z: Below 95% accuracy with any comprehension score.

Comprehension Scoring Key

0 Reflects unsatisfactory understanding of the text. Either does not respond or talks off the topic.

1 Reflects limited understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.

2 Reflects satisfactory understanding of the text. Includes important information and ideas but neglects other key understandings.

3 Reflects excellent understanding of the text. Includes almost all important information and main ideas.

Guide to Total Score

9-10 Excellent Comprehension

7-8 Satisfactory Comprehension

5-6 Limited Comprehension

0-4 Unsatisfactory Comprehension

Time and location:

Administer running records as required (biweekly for at risk and monthly for on level or above) every two weeks. Each administration is likely to take 3 to 5 minutes.

Incorporate it into a Guided Reading session. Instead of meeting with the entire group, provide an opportunity for the group to read independently while you conduct a running record on each student in the group. This could be done with every student once every ten days or you could stagger the formative assessment by conducting running records on one group each day until all students have been assessed. Make it as informal as possible so avoid leaving the classroom (not necessary). Students will come to see this as a natural part of the reading instruction.

Record Keeping:

It is recommended that you make a copy of the text the student will be reading. If the print allows you sufficient room to code the text as the student reads from the original text, code on this copy. If not, code the text on plain paper following the text pattern line for line. This makes it easier to compare to the copied text.

Record the following measures:

SPEED/WPM (Faster is not always better.)

Accuracy # words correct over total number of words

Fluency Rating (only if student is reading in a Level C or above)

APPROPRIATE EXPRESSION

COMPREHENSION

Any/all **anecdotal notes** regarding strategies student is making use of during their oral reading.

Anecdotal Record Keeping:

Teachers' observations are extremely valuable in recognizing progress and also in identifying skills and strategies that must be addressed instructionally. Consequently all teachers are expected to maintain a monthly anecdotal record. As we transition to this type of formative assessment, teachers will use the Leveled Charts found in the red Teacher's Guide entitled **Guided Reading Program/ Fiction Focus** beginning on page 80. These particular charts feature behaviors to notice and support at each particular level. These are the same charts that you will find in the NonFiction Teacher's Guides.

You are likely to want to use these in concert with your running record and/or during Guided Reading time that does not involve taking a running record. Keep in mind that you are noting positive behaviors as well as those that might need to be taught.

Foundations Taught in Grades K-3

Foundations thoroughly teaches the Foundational Skills of the Common Core State Standards (CCSS), and significantly supports other CCSS standards in reading, writing, speaking, listening, and language. As a recognized leader in multisensory language programs, Wilson brings more than a decade of systematic and explicit instruction to the K-3 classroom. Wilson Foundations provides research-based materials and strategies essential to a comprehensive reading and writing program.

Wilson Foundations makes learning to read fun while laying the groundwork for life-long literacy. Students in grades K-3 receive a systematic program in critical foundational skills, emphasizing:

- Phonemic awareness
- Phonics/ word study
- High frequency word study
- Reading fluency
- Vocabulary

- Comprehension strategies
- Handwriting
- Spelling

The instruction aligns with states' rigorous college- and career-ready standards, including the Common Core State Standards.

Although Foundations includes comprehension strategies, it must be combined with a core/literature-based language arts program for an integrated and comprehensive approach to reading and spelling.

Foundations serves as a prevention program to help reduce reading and spelling failure. It is integral to a Multi-tiered System of Supports (MTSS) or Response to Intervention (RTI) framework, **providing research-based instruction in Tier 1 as well as early intervention (Tier 2) for students at risk for reading difficulties**. To support the implementation of an MTSS or RTI framework, progress monitoring is built into Foundations. This allows students requiring a more intensive program to be identified early before undergoing years of struggle.

STUDENT FOCUS

Prevention: All K-3 students

Early Intervention: All K-3 struggling or at-risk readers in the lowest 30th percentile

LESSON LENGTH

Prevention: 30 minutes daily

Early Intervention: 30 minutes, 3-5 times/week plus the daily 30-minute standard lesson

GROUP SIZE

Prevention: Whole class

Early Intervention: Small group, one-to-one

SETTING

Prevention: General education classroom

Early Intervention: May be conducted within or outside the classroom

INSTRUCTOR

Prevention: General education teacher

Early Intervention: General education teacher, reading specialist, paraprofessional, or intervention personnel

Universal implementation of Foundations® occurs in a whole-class, general education setting as one part of the core language arts instruction.

As a supplemental program, Foundations emphasizes phonemic awareness, phonics-word study, high frequency word study, fluency, vocabulary, handwriting, and spelling, providing all students with the strongest possible start in mastering foundational reading, spelling, and handwriting skills. Although it includes comprehension strategies, it must be combined with a core/literature-based language-arts program for an integrated and very comprehensive approach to reading and spelling.

Implementation highlights:

- Standard lesson is taught to the whole class: Foundations is delivered as a prevention program to all students.
- Instruction occurs in the general education classroom by the regular classroom teacher.
- Instruction is delivered for 30 minutes per day as a supplemental program or the word study block complementing the core literacy program.
- The lesson is flexible in that teachers select specific words to teach based upon the needs of the students in their classrooms.
- Specific guidelines are provided to address the needs of:
 - Advanced students
 - English language learners
 - Struggling students who may need differentiated support

In addition to the daily whole class lesson, students who struggle in general education classrooms (in the lowest 30th percentile) benefit from the use of Foundations as a Tier 2 strategic intervention. These students receive more intensive instruction through small group, intervention lessons.

******Once you have completed Foundations at your grade level, you will transition to implementing Words Their Way.**

Words their Way

The word study approach based on years of research into invented and developmental spelling, the classroom-proven framework of this successful series is keyed to the five stages of spelling and orthographic development. Each stage-specific companion volume features a complete curriculum of reproducible sorts and detailed directions for teachers working with students in each stage of spelling development, from emergent through derivational relations.

With Words Their Way (WTW), students will be given a word sort every five days. You will have up to three groups in your class. Below is the suggested sequence of WTW lessons. The succession of lessons is dependent on student needs, and as a result the script that follows may be modified.

Day 1: Introduction

Introduce the word sort with your group. This involves a few things - first, you may want to tell them the pattern for the sort but you might want them to figure out what the patterns are themselves. So, introduction begins with going over the patterns if you choose.

Introduction also means going through the words - saying them aloud and discussing meaning. You can start this with kids - perhaps highlight the words that they may not know, and then let them finish on their own (in pairs or triads within their group). It is very important though that they know how to say the words aloud.

After the introduction, the children will sort their words into the patterns. They will also write the words in their notebook. Notebooks: Some teachers devote a whole notebook to word study, or this could be a section of your Reader's Notebook. Up to you!

Day 2: Building Vocabulary

First up - sort the words. The kids will always sort the words first thing each day. While it may seem repetitive, the goal here is to develop speed and automaticity. The sorting will change as the week goes by, but always - sorting is first thing.

The other thing children will done on day two is work on vocabulary with the words. They can draw pictures of the words or find pictures online to represent the words. They could act out words for a partner(s) to guess. They can basically do any game that focuses on word meaning.

Day 3: The Reading-Writing Connection

After students sort the words again, day 3 is when the word study goes even more authentic. This is a non-negotiable part of word study - kids have to find vocabulary in context.

Students may look for words that are in their sort or that fit the patterns in their sort in their Just Right books, in poems that the teacher shares with them, in leveled readers....whatever authentic reading materials they happen to be working with. They are essentially becoming word detectives - looking for new words and adding them to the lists they already have.

Be prepared though: They will find the "Oddballs." Oddballs are the words that *should* following a pattern (either for how it sounds or how it looks) but don't. Don't hide the oddballs. Use these words - talk about them, and then just have the kids file the words in an oddball category.

Day 4: Blind Sort and/or Games

On day 4, kids will do a Blind Written Sort with a partner. With this exercise, child A has the words in front of them and child B has a notebook and pencil. Child A reads the words to Child B, who writes them in their notebook with the correct pattern. The purpose here is that you'll want the kids to have the words in their vocabulary so much that they don't need the visual cue. When the words from their list are done being read and written, Child A checks the work from Child B and then they switch.

Now, you'll have to change things up - after a while kids are going to get used to all these procedures. Day 4 can also be a day for word games - the Words Their Way text has lots of ideas for games, but you'll have to create them.

Also: day four could be the time of the week when the upper elementary kids begin to use the words in context - writing stories or sentences with their words.

Day 5: Assessment

On day 5, you will assess the group. They will create the columns with the headers as the word patterns. You will choose three to four words per pattern to dictate to them and they will write them in the correct column. If you assign grades: one point for spelling it correctly and one point for placing it in the correct column with the correct spelling pattern.

Also: add one word per pattern that wasn't in the sort but fits the pattern. You'll add these words to see if the kids get the generalizations that they worked on over the course of the week. Make sure to use that clearly fit the pattern - don't pick tricky words that could maybe be in two categories or fit in oddball. All you're trying to see by adding words is if kids get the generalization.

SVU Required K-5 Science Units

Grade	Topics
Kindergarten	Forces and Interactions: Pushes and Pulls Interdependent Relationships in Ecosystems: Animals, Plants, and Their Environment Weather and Climate Engineering Design
Grade 1	Waves: Light and Sound Structure, Function, and Information Processing Space Systems: Patterns and Cycles K-2.Engineering Design
Grade 2	Structure and Properties of Matter Interdependent Relationships in Ecosystems Earth's Systems: Processes that Shape the Earth K-2.Engineering Design
Grade 3	Forces and Interactions Interdependent Relationships in Ecosystems: Environmental Impacts on Organisms Inheritance and Variation of Traits: Life Cycles and Traits Weather and Climate Engineering Design
Grade 4	Energy Waves Structure, Function, and Information Processing Earth's Systems: Processes that Shape the Earth Engineering Design
Grade 5	Structure and Properties of Matter Matter and Energy in Organisms and Ecosystems Earth's Systems Space Systems: Stars and the Solar System Engineering Design

All teachers, K-5, will use Mystery Science (<https://mysteryscience.com/>) will support the curriculum.

SVU Required K-5 Social Studies Key Ideas/Topics

Grade	Topics
Kindergarten	Identity Holidays/Celebrations/Traditions Civic Ideals Rules Maps & Globes Wants & Needs
Grade 1	Family Diversity Global Citizenship President Maps & Geography Family (History) Economic Choices
Grade 2	Communities Civic Symbols Rules Geography and Communities Community History Economic Interdependence
Grade 3	Global Geography Globalization Cultural Diversity Leadership & Government Human Rights Trade
Grade 4	Geography Decision Making Government & Citizens Rights Immigration
Grade 5	Complex Societies Declaration of Independence Geography History Economics

Positive Behavior Interventions & Supports

Positive Behavior Interventions and Supports is a process for creating school environments that are more predictable and effective for achieving academic and social goals. PBIS will enhance our current systems and practices and also change our culture for the better.

As a part of PBIS, teachers, administrators, counselors, and support staff will have the responsibility to TEACH positive behavior expectations to students. Students will receive ongoing instruction from staff on our school-wide expectations in all areas of the school. The classroom, bathroom, cafeteria, hallways, bus, computer lab, media center, recess/playground and at assemblies are all settings where students will be expected to act in a safe, respectful and responsible manner.

Major Components of PBIS:

- A school-wide, common approach to discipline
- Positively stated expectations for all students and staff
- Procedures for teaching the expectations
- Procedures for encouraging the maintenance of the expectations
- Procedures for discouraging rule violating behavior
- Monitoring and evaluating the effectiveness of the discipline system on a regular basis.

PBIS is a nationally recognized program that the Vermont Agency of Education has endorsed.

The main intention of the PBIS initiative is to provide consistent expectations to every student, then acknowledge students for positive behavior choices. Our goal is that every student, parent and staff member feels safe, happy and connected as a member of the learning community.

Along with PBIS, Second Step will be implemented as part of SVU's Tier I Social and Emotional curriculum.

Second Step, used K-8, supports students' self-regulation and social-emotional skills as part of SVU's social and emotional learning curriculum.