A stylized, layered landscape illustration. The foreground features rolling green hills in various shades of green, with a dark brown path or streambed winding through them. On the left, there are three distinct plants: a green tree-like bush, a purple flower-like bush, and a cluster of orange flowers. Above the orange flowers, a small red bird is depicted in flight, leaving a curved trail behind it. The background consists of broad, horizontal bands of light blue and white, suggesting a sky or distant hills.

CPS 2017-2020

A Journey of Understanding

What we know:

- *Student behaviour is getting in the way of teaching and learning.*
- *We are not experts in behaviour.*
- *We need to change the way we approach behaviour.*

Scanning

Communication about decisions made in SBT is narrow.

Our SBT work does not seem to be transferring into better behaviour in the classroom.

Our MDI indicates that over 35% of our students do not have an important adult at school.

We don't seem to be getting to the root of the issues causing behaviour.

Only 38% of our students are thriving according to our MDI.

Many of our students seem to lack connection with adults.

Many of our students do not seem engaged in learning.

A number of our students struggle to manage their behaviour throughout the day.

At times our reactions to behaviours seems to escalate the situations.

All of our students are affected by the time and energy required to manage behaviour in our building.

'We seem to be facing more behaviour issues every year.

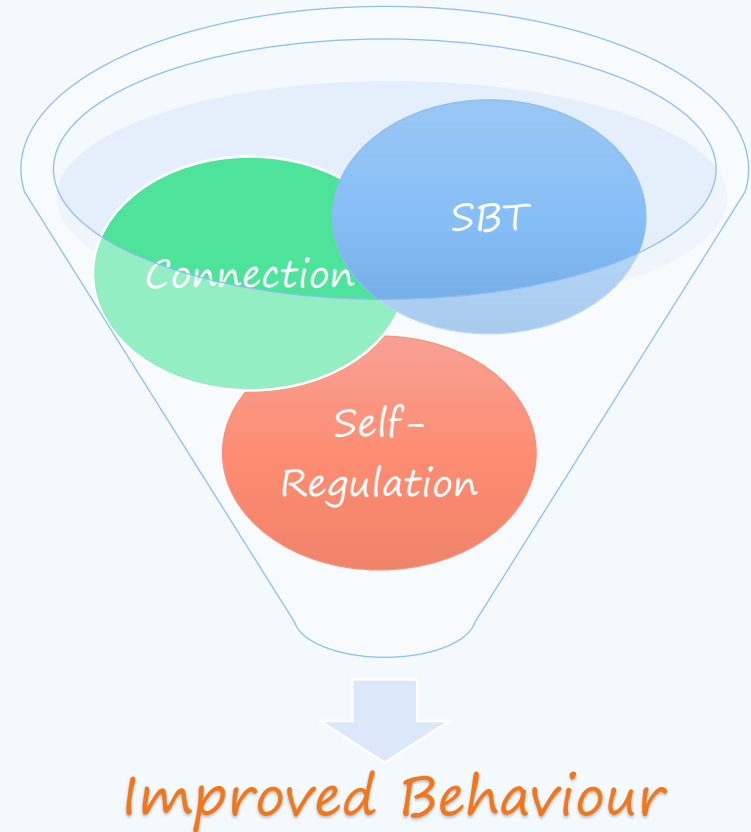
Our educators do not feel equipped with the tools to manage, teach and support behaviour.

Our MDI results indicate that we have a high percentage of students that are medium to low in terms of self-regulation both short and long term.

We are struggling to improve learning due to managing behaviour.

Focusing

- *A focus on improving student understanding of how they can regulate and understand their behaviour should improve their ability to learn.*
- *A focus on creating/improving opportunities for students to make connections and improve relationships with adults.*
- *A focus on using SBT differently to have a bigger impact on student behaviour.*



Our Hunches...

Our students need a better understanding of how to self-regulate and recognize their role in their behaviour in order to improve.

If we extend our shared language to include self-regulation language, we could improve understanding.

Our students will be more likely to want to improve their behaviour if they have meaningful relationships with adults.

Students will have more reason to engage in school if we work to know them better and find opportunity for connection.

Student behaviour has a cause. If we have a better understanding of what underlies the behaviour and not just the surface, we will be better able to correct it.

The **ZONES** of Regulation®

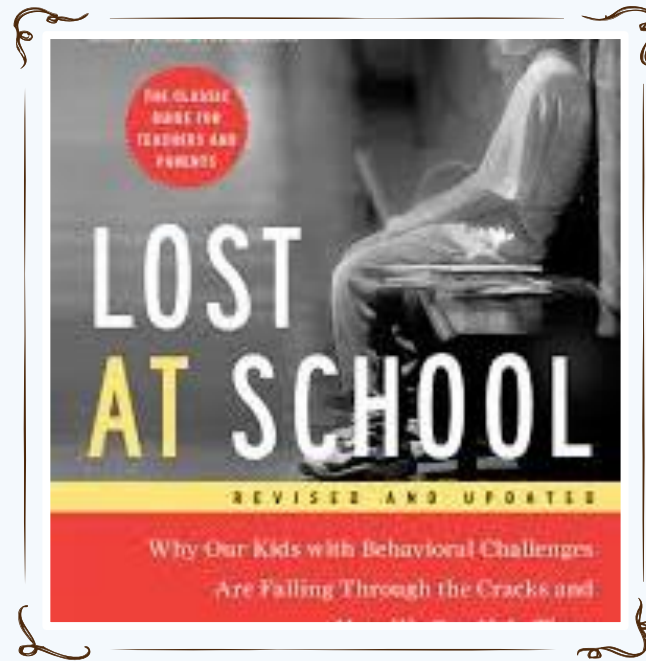
BLUE ZONE

GREEN ZONE

YELLOW ZONE

RED ZONE

*Exploring Zones of Regulation as
a whole school tool.*



Using the ALSUP in SBT,
include students in the process
and share out plans.



Create more opportunity for connection between students and adults in the building.



Checking...

*3 students/ 3 goals tracking
Student survey/teacher survey
Teacher Feedback
Parent Feedback
EDI/MDI*