

Placing Wellbeing in the Heart of Education
(the Australian way)

Movelle Primary School
Presented by Karen Wood and Melissa Searle



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Who We Are



Karen Wood Melissa Searle

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Learning Objectives

- Understanding Change Process (first year)
- Understanding the RRRR Curriculum Program (Resilience, Rights and Respectful Relationships)
- Understanding how to powerfully combine Zones of Regulation
- Understanding the benefits of morning circle
- Understanding how and when to incorporate meditation

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Who are we?

- Located in Kings Park
- Demographics – 0.7297
- Total Number of students – 213
- Total number of staff - 31



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Movelle Primary What we want most for our students



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Understanding Change Process



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The Importance of SEL and Teacher Student Relationships

A growing body of research has shown the vast benefits of strong student-teacher relationships.



Evidence shows students with good mental health and wellbeing do better at school




Positive teacher-student relationships, results in more students' engagement.



Students who understand themselves both socially and emotional Have shown increased student engagement and improved academic outcomes.

Placing Wellbeing First

Resilience, Rights and Respectful Relationship Program



RESILIENCE RIGHTS & RESPECTFUL RELATIONSHIPS

Teaching for social and emotional development and respectful relationships within a whole school approach

Social and Emotional Learning

Why did we choose RRRR Program as our SEL Program?

In response to the Royal Commission into Family Violence (2016) the Victorian Government has:

accepted all of their **227 recommendations**, making an initial investment of **\$572 million** (2 years of a 5 year approach)

committed **\$21.8 million** of this investment to promoting respectful relationships and addressing family violence within Victorian schools and early childhood services.



Why use RRRR as our SEL?

Why a focus on building resilience?



- Coping
- Self-awareness
- Sustaining Positive Emotion

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What is Resilience?

The capacity to thrive, learn, care and contribute, in the face of adversity, change or challenge.

- There has been an increase in the number of adolescents with major depressive disorder
 - one in thirteen 11-17 year-olds
 - one in five 16-17 year-old girls
- In almost all instances, girls rates of mental disorders and suicidal or self-harming behaviours are twice that for boys of the same age.

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Key Attributes of Resilient Young People

- social competence
- a sense of agency or responsibility
- optimism, a sense of purpose or hope for the future
- attachment to family, to school and to learning
- problem-solving skills
- effective coping style
- pro-social values
- a sense of self-efficacy
- positive self-regard



Research demonstrates schools can make a difference to each of these attributes through what they teach and how they teach

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How we can make a difference

Schools can enhance RESILIENCE through programs which:

- establish a safe, supportive and inclusive environment
- build positive social norms
- generate a sense of connectedness to teachers and peers
- explicitly teach social and emotional skills
- generate commitment to the academic goals of the school

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The RRRR Program

- Topic 1: Emotional literacy
- Topic 2: Personal strengths
- Topic 3: Positive coping
- Topic 4: Problem-solving
- Topic 5: Stress management
- Topic 6: Help-seeking
- Topic 7: Gender and identity
- Topic 8: Positive gender relationships

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The RRRR Program

Topic 1: Emotional literacy

Helps students develop the ability to be aware of, understand, and use information about the emotional states of themselves and others with competence.

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The RRRR Program

Topic 2: Personal Strengths

Students develop a vocabulary to help them recognise and understand various strengths and positive qualities in themselves and others

They identify the strengths they admire in others and those they need to draw on to engage with the challenges and opportunities that life presents

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The RRRR Program

Topic 2: Personal strengths

Research in the field of positive psychology emphasises the importance of identifying and using individual strengths

Research shows that wellbeing, positive behaviour and achievement are more likely to occur when pupils are aware of their cognitive and character strengths and have opportunities to demonstrate and further develop them at school


Emphasising strengths in schoolwork is far more enjoyable and productive than working on weaknesses, especially for those students whose strengths are not in the traditional academic domain

When individuals engage their strengths they tend to learn more readily, perform at a higher level, are more motivated and confident, and have a stronger sense of confidence and satisfaction

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The RRRR Program

Topic 3: Positive coping



Students develop language around coping, critically reflect on their coping strategies and extend their repertoire of positive coping strategies

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The RRRR Program

Topic 4: Problem-solving

Students learn a range of problem-solving techniques that can be applied when confronting personal, social, and ethical dilemmas.

They engage in applied learning tasks in which they apply their problem-solving skills to realistic scenarios



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The RRRR Program

Why Teach Problem-solving?

- The coping repertoire of children and adolescents includes their problem-solving competencies and skills
- Problem-solving is identified by the World Health Organisation (WHO) as a key skill for health
- It is important to help students develop their critical and creative thinking skills
- Young people need to be able to think logically and predict and evaluate the consequences of various actions
- They benefit from learning a range of problem-solving techniques that can be applied when confronting personal, social, and ethical dilemmas
- Students benefit from applied learning tasks in which they apply their problem-solving skills to realistic scenarios

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The RRRR Program

Topic 5: Stress management

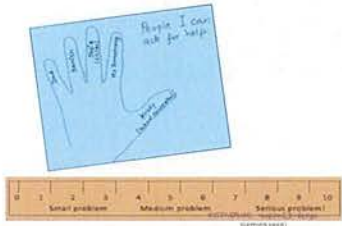
Relaxation and De-escalation Techniques



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The RRRR Program

Topic 6: Help-seeking



Students are more likely to seek help from teachers they feel they can trust, and who they find to be friendly and non-judgmental, based on the way those teachers TEACH them.

CARL & Colley 2013, Masten & Rickwood 2013, Rickwood et al. 2005, Rughani, Deane, & Wilson 2020

The RRRR Program

Why teach help seeking?

- Help-seeking is a coping strategy that involves **seeking technical, instrumental, social or emotional support** from other people
- Help-seeking behaviour of children and young people is **fundamental to their mental health and wellbeing**
- Encouraging and fostering help-seeking behaviours through **school-based programs** is one way to **improve their mental health and wellbeing**

(Rickwood et al. 2005)

The RRRR Program

Topic 7: Gender and Identity

Age-appropriate learning activities assist students to:

- understand and critique the influence of gender norms on attitudes and behaviour
- engage in critical thinking exercises within which they detect and challenge the limiting nature of many gender norms
- learn about gender equity and human rights
- explore self-expression in relation to learning, leisure, health and work.
- learn about key issues relating to gender identity, and the importance of respectful gender relationships



The RRRR Program

Topic 8: Positive gender relationships

Learning activities focus on:

- building positive gender relationships
- acceptance of difference and diversity
- setting boundaries and standards within relationships particularly in relation to prevention of gender-based violence within peer and romantic relationships



Students develop self-care, peer support and help-seeking skills that can be applied in response to situations involving gender-based violence within family, peer, community or on-line relationships

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Classroom program for each level

The Resilience, Rights and Respectful Relationships Classroom Program is informed by a strong evidence base that highlights the elements of effective Social and Emotional Learning (SEL) programs and effective approaches to promoting respectful relationships.

Units of work for:

- Foundation
- Year 1/2
- Year 3/4
- Year 5/6
- Year 7/8
- Year 9/10
- VCE/VCAL



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Classroom program for each level

•The lesson materials are mapped to the Victorian curriculum:

•Personal and Social Capabilities:

-Self-awareness and self-management: Recognition and Expression of Emotions; and Development of Resilience

-Social-awareness and management: Relationships and Diversity; and Collaboration

•Critical and Creative Thinking Capabilities: Questions and Possibilities; and Reasoning

•Learning Areas:

-Health and Physical Education (HPE) – Personal, Social and Community Health: sub-strands 'Being Healthy safe and active' and 'Communicating and Interacting for Health and Wellbeing' and 'Contributing to Healthy and Active Communities'

-English – 'Speaking and Listening', 'Reading and Viewing'

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IMPLIMENTATION 2019/20

- Create the need and the why
 - Social and Emotional Learning
- Build a team
 - Build Teacher Capacity



All organisations start with WHY, but only the great ones keep their WHY clear year after year.
 Simon Sinek #17toGRAD inspired_by_design @simon_sinek

How we did it!

Phase	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
Phase 1	Establishment of the program	Expansion of the program	Expansion of the program	Expansion of the program	Expansion of the program	Expansion of the program	Expansion of the program	Expansion of the program	Expansion of the program	Expansion of the program	Expansion of the program
Phase 2	Expansion of the program	Expansion of the program	Expansion of the program	Expansion of the program	Expansion of the program	Expansion of the program	Expansion of the program	Expansion of the program	Expansion of the program	Expansion of the program	Expansion of the program
Phase 3	Expansion of the program	Expansion of the program	Expansion of the program	Expansion of the program	Expansion of the program	Expansion of the program	Expansion of the program	Expansion of the program	Expansion of the program	Expansion of the program	Expansion of the program
Phase 4	Expansion of the program	Expansion of the program	Expansion of the program	Expansion of the program	Expansion of the program	Expansion of the program	Expansion of the program	Expansion of the program	Expansion of the program	Expansion of the program	Expansion of the program

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Building Teacher Capacity

- Professional Development
2 weeks before each new topic
- Weekly PLT planning meetings



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How do we assess SEL?

- Personal and Social Capabilities

The *Resilience, Rights and Respectful Relationships* learning materials address all strands of the Personal and Social Capability curriculum.

The curriculum is organised under two strands: Self-Awareness and Management, and Social Awareness and Management.

- VCAA Assessment
- Pre – Post Assessments for each Topic

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learning tools

Strengthening Wellbeing Implementation

- Welcome pass
- Morning Greeting
- Circle Time
- Zone of Regulation
- Emotional Learning Plan



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learning tools

Strengthening Wellbeing Implementation

- Welcome Pass



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learning tools

Strengthening Wellbeing Implementation

- Morning Greeting**
 - 10 Strategies to Connect Students in the Morning**
 - Builds relationships with your students
 - Offers praise and feedback of school-related
 - Identify students who have difficulty transitioning to their seat
 - Great opportunity to connect with each student / gauge emotional state
 - Students have a lot to say and we need to take time to listen to them
 - Model acceptable behaviors, like eye contact, handshakes, and postures
 - Opportunity to complete formative assessment by asking about prior day's learning
 - Ability to track respectful behaviors
 - Time saved: Ability to direct energy and enthusiasm activities



<https://elenikyntsis.com/>

Strengthening Wellbeing Implementation

- Zone of Regulation**


Strengthening Wellbeing Implementation

- Remote Learning Check in**


Strengthening Wellbeing Implementation

- Circle Time



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Strengthening Wellbeing Implementation

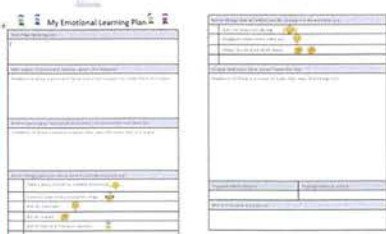
- Mindfulness



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Strengthening Wellbeing Implementation

Assist in being present in learning and have the ability to use strategies to deescalate and return back to green zone.



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External Programs

- I like, like you (ILLY) Incursion-Relationships Australia
- Early Matters – Relationships Australia
- Brainstorm Productions – Being Brave
- The Fathering Project
- Life- Ed Van
- R U Okay Day
- Alannah and Madeline Foundation
- Day for Daniel
- Bravehearts



SWPBS Implementation Begins

- worked through each essential feature to enable this new change and strengthen our implementation.
- blending this powerfully with RRRR/ Zones/ Morning Circle



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Essential Feature 1: Common Philosophy & Purpose

SWPBS

- ✓ Common language
- ✓ Values 4 R's articulations combining
- ✓ School Mascot – Gender neutral name
- ✓ Vision, Mission with a gender lens
- ✓ School Policies updated
- ✓ Ongoing PD for all staff focus on SWPBS/RRRR

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Our Students, Our Future

Vision

Movelle Primary places every student in the centre of all our work. We provide a positive, caring and engaging environment, where all students are able to maximise academic, emotional and social growth. We value respect, responsibility, resilience and relationships.

Mission (Part)

Our School's vision is underpinned by the 'Four R' core values of: Respect, Responsibility, Resilience and Relationships. These values are a fundamental part of who we are as a people and as a community. We live, embrace and use these values to talk to our students about their behaviour and the choices they make in a positive framework. We believe that values have a major influence on a person's behaviour and attitude; and the lifelong implications of developing pro-social behavioural habits. These core values serve as broad guidelines in all situations in guiding us in the choices we make and the actions we take.

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Articulations of Values

Respect

- We acknowledge and value the rights of ourselves and others. We treat everyone fairly and equally, whilst we embrace each other's unique identities.

Responsibility

- We make good decisions, we care for others, and we are accountable for our words and actions. We recognise that our words and actions can make a positive difference.

Resilience

- We have a clear self-belief, determination and understand that making mistakes is a key part of our learning. We know that the more effort we put in the better we will become.

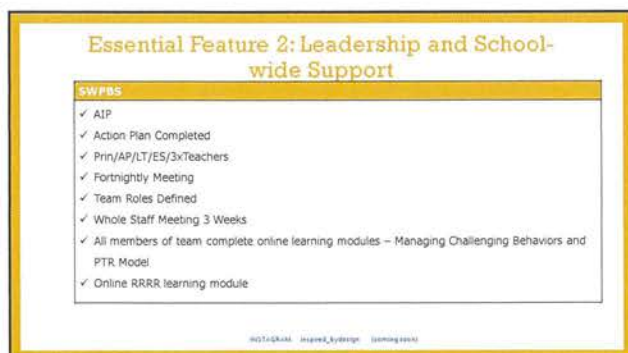
Relationships

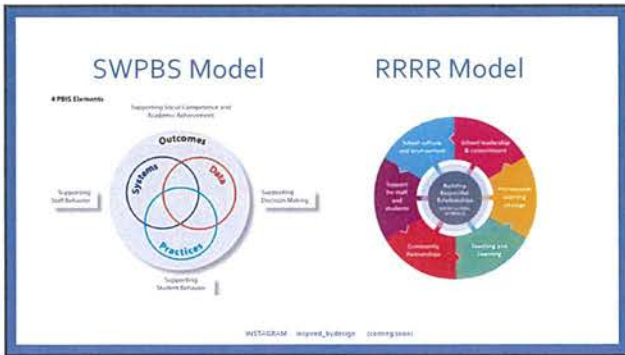
- We nurture our connections with others and believe that education is best delivered within the context of a positive relationship.

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Essential Feature 3: Clarifying Expected Behaviours

SWPBS

- ✓ School Values and been updated with school-wide community consultation – Respect, Resilience, Relationships and Responsibilities
- ✓ Matrix completed
- ✓ Expected Behaviour Lesson Plans specific for F-2, 3-6
- ✓ Start up program addressing RRRR/SWPBS

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	IN ALL SETTINGS WE	IN ROOMS LEARNING SPACE WE	IN THE PLAYGROUND WE	ON THE SPORTS AREAS WE	IN TOILETS WE	WHEN TRANSFORMING WE
respect	• Listen to others. • Follow school rules. • Be respectful to people. • Be polite.	• Listen to others. • Follow instructions and directions. • Be respectful to people. • Be polite.	• Play safely and fairly. • Follow the rules. • Be respectful to others. • Be polite.	• Play safely and fairly. • Follow the rules. • Be respectful to others. • Be polite.	• Use good hygiene. • Be respectful to others. • Be polite.	• Listen to others. • Follow instructions and directions. • Be respectful to people. • Be polite.
responsibility	• Take care of things. • Be responsible for things. • Be respectful to people. • Be polite.	• Take care of things. • Be responsible for things. • Be respectful to people. • Be polite.	• Play safely and fairly. • Follow the rules. • Be respectful to others. • Be polite.	• Play safely and fairly. • Follow the rules. • Be respectful to others. • Be polite.	• Use good hygiene. • Be respectful to others. • Be polite.	• Listen to others. • Follow instructions and directions. • Be respectful to people. • Be polite.
resilience	• Listen to others. • Follow school rules. • Be respectful to people. • Be polite.	• Listen to others. • Follow instructions and directions. • Be respectful to people. • Be polite.	• Play safely and fairly. • Follow the rules. • Be respectful to others. • Be polite.	• Play safely and fairly. • Follow the rules. • Be respectful to others. • Be polite.	• Use good hygiene. • Be respectful to others. • Be polite.	• Listen to others. • Follow instructions and directions. • Be respectful to people. • Be polite.
relationships	• Listen to others. • Follow school rules. • Be respectful to people. • Be polite.	• Listen to others. • Follow instructions and directions. • Be respectful to people. • Be polite.	• Play safely and fairly. • Follow the rules. • Be respectful to others. • Be polite.	• Play safely and fairly. • Follow the rules. • Be respectful to others. • Be polite.	• Use good hygiene. • Be respectful to others. • Be polite.	• Listen to others. • Follow instructions and directions. • Be respectful to people. • Be polite.

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Essential Feature 4: Teaching & Practicing Expected Behaviours

SWPBS

- ✓ Lessons began in start up program/term 1 – expected behaviours – classroom/indoor/playground
- ✓ Yard play everywhere
- ✓ 1 hour each week for SWPBS/RRRR
- ✓ PBIS Rewards – Referral system – teaching and pre correcting
- ✓ Lessons supporting Behaviour Matrix

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Expected Behaviour/RRRR Lesson plans

Movelle Primary School

Movelle Primary School

Year Levels: 3-4

NAME OF BEHAVIOUR & SETTINGS: In all settings, building resilience

PURPOSE OF THE LESSON/WHY IS IT IMPORTANT:

TEACHING EXAMPLES/SCENARIOS and a NON EXAMPLE:

VALUE: Resilience

Year Levels: 3-4

NAME OF BEHAVIOUR & SETTINGS: In all settings, building resilience

PURPOSE OF THE LESSON/WHY IS IT IMPORTANT:

TEACHING EXAMPLES/SCENARIOS and a NON EXAMPLE:

VALUE: Resilience

1. What is resilience? For example, our ability to cope with ups and downs, and bounce back from the challenges we experience.
2. It's important to learn from our mistakes and accept the consequences of our behaviour.
3. The Zone of Regulation is used to self-regulate our emotions and a tool we could use to ask for help.
4. Brainstorm solutions to our problems.

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Essential Feature 5: Acknowledging Expected Behaviours

SWPBS

- ✓ Ramsey Reward Tickets – Moving Forward electronic system.
- ✓ Ramsey prize chart
- ✓ Assembly 150 prize for three students.
- ✓ Ramsey Ripper Reward Time – spontaneous rewards 3 times a week. – everyone who has wore a hat in the yard. Responsibility award.
- ✓ Reward hour of wellbeing power – every second Friday.
- ✓ Teacher Rewards

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Rewards Chart




Achievement Award
This certificate is awarded to _____
For _____

WISDOM KNOWLEDGE MILITARY RELATIONSHIPS

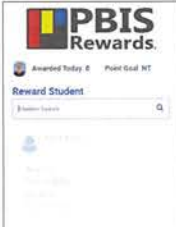
Points	Rewards
25	100% on any test or quiz
50	100% on any report or project
75	100% on any presentation
100	100% on any assignment or paper
125	100% on any classwork or homework
150	100% on any classwork or homework
175	100% on any classwork or homework
200	100% on any classwork or homework
225	100% on any classwork or homework
250	100% on any classwork or homework
275	100% on any classwork or homework
300	100% on any classwork or homework

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Ramsey Rewards/PBIS Rewards



Ramsey Rewards
Congratulations _____ you have been given a Ramsey Reward for demonstrating:
**Respect
Resilience
Responsibility
Relationships**



PBIS Rewards
Awarded Today 0 Point Goal NT
Reward Student _____

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Essential Feature 6: Responding to Problem Behaviours

SWPBS

- ✓ PD in understanding behaviours
- ✓ Case Conferences using PTR Model to understand triggers and inappropriate behaviour and promote a replacement behaviour
- ✓ Focus Plans to allow staff to respond to inappropriate behaviour and all for de-escalation – tier 1
- ✓ PSBP – tier 3
- ✓ Safety Plans – tier 3
- ✓ PD in understanding and determining Minor & Major Behaviours.

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Behaviour Flowchart



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Living and Breathing Positivity



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Living and Breathing Positivity



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Essential Feature 7: Record Keeping and Ongoing Monitoring

SWPBS

- ✓ Data system PBIS Rewards
- ✓ Leadership reviews each month
- ✓ Leadership discussed data with all staff
- ✓ Big 5 data
- ✓ PBIS Referral System
- ✓ Compass Data tracker

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Compass (Management tool)

Chronicle Summary

	2020	Total
Attitude/Behaviour	0	2
Wellbeing	0	4
Positive Behaviour Support Plan		
Safety Plan		
Focus Plan		
Compass Sickness	0	1
Attendance Notifications	1	7
Physical Aggression	0	2
Disruption	0	1
Property Misuse	0	1

Please select an entry template...

Abducting
Abducting
Academic
General Academic Observation
Request for Academic Testing
Attendance
General Attendance Observation
Attitude/Behaviour
General & Specific Substitutions
Language Consent on Attitude or Behaviour
Behavioural Language
Abusive Language
Inappropriate Language
Confiscation
General Confiscation Observation
Criminal Behaviour

Please select an entry template...

Health
General Health Observation
Non-compliance
Non-compliance
Physical Aggression
Physical Aggression
Physical Contact
Physical Contact
Property Misuse
Property Misuse
Result Statistics
Result Statistics
Theft
Theft
Uniform
General Uniform Observation

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Referral System PBIS Rewards

3 Major Problem Behaviors

The Discipline 'Expressed Minor Referrals' and 'Other' will automatically be added.

Behavior	Trigger	Level	Notes
Bullying/Harassment	Bullying/Harassment	1	
Balance Disruption	Balance Disrupt	1	
Disruption	Disrupt	1	
Fighting	Fighting	1	
Inappropriate behavior items	Inappropriate	1	
Inappropriate Language	Inappropriate	1	
Act of 2017 (Under Based)	Other	1	

SELECTED DISCIPLINE BEHAVIOR TRACKING

Behavior	Count	Level	Notes
Abducting	0	1	
Abducting	0	2	
Abducting	0	3	
Abducting	0	4	
Abducting	0	5	
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Abducting	0	100	

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Essential Feature 8: Effective Classroom Practices

SWPBS

- ✓ Classroom Rules align with our RRRR values
- ✓ Posters on all classrooms/ inside and outside



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Together we can make a positive difference in every child's life. Some more than others and we may never know the impact we leave. Life is not a dress rehearsal, so make it an inspirational one!

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