
George School Climate Handbook



Communicate
Accountable
Respect
Excellence

2022-2023

At George we value the racial, cultural, and linguistic assets of our diverse learners so we can help them to become compassionate critical thinkers who are **prepared to lead a more socially just world**. We do this by **nurturing relationships within our community** in order to create an inclusive environment and foster a culture of continuous growth.

Table of Contents

What Is School Climate?	4-7
Culturally Responsive Positive Behavioral Interventions & Supports (CR-PBIS)	4
Restorative Practices	6
Racial Equity & Social Justice (RESJ)	6
Social Emotional Learning (SEL)	7
Tier I Team	8-9
School Climate Team	8
Climate Team Meeting Schedule	8-9
Tier I Implementation	9-
Behavioral Expectations	9
Defining Minor, Stage 1 reports, 2 and 3 Behaviors	10-
Discipline Policies	11
Professional Development	11
Classroom Procedures & Guest Teacher Protocols	12
Acknowledgement Systems	12-13
Faculty Involvement	13
Plan for Family, Student & Community Involvement	13-14
Plan for Welcoming New Students and Families	14
Tier I Evaluation	14
Appendix	15-16
CR-TFI Action Plan	15
Common Area Expectations Lesson Plans	16



WHAT IS SCHOOL CLIMATE?

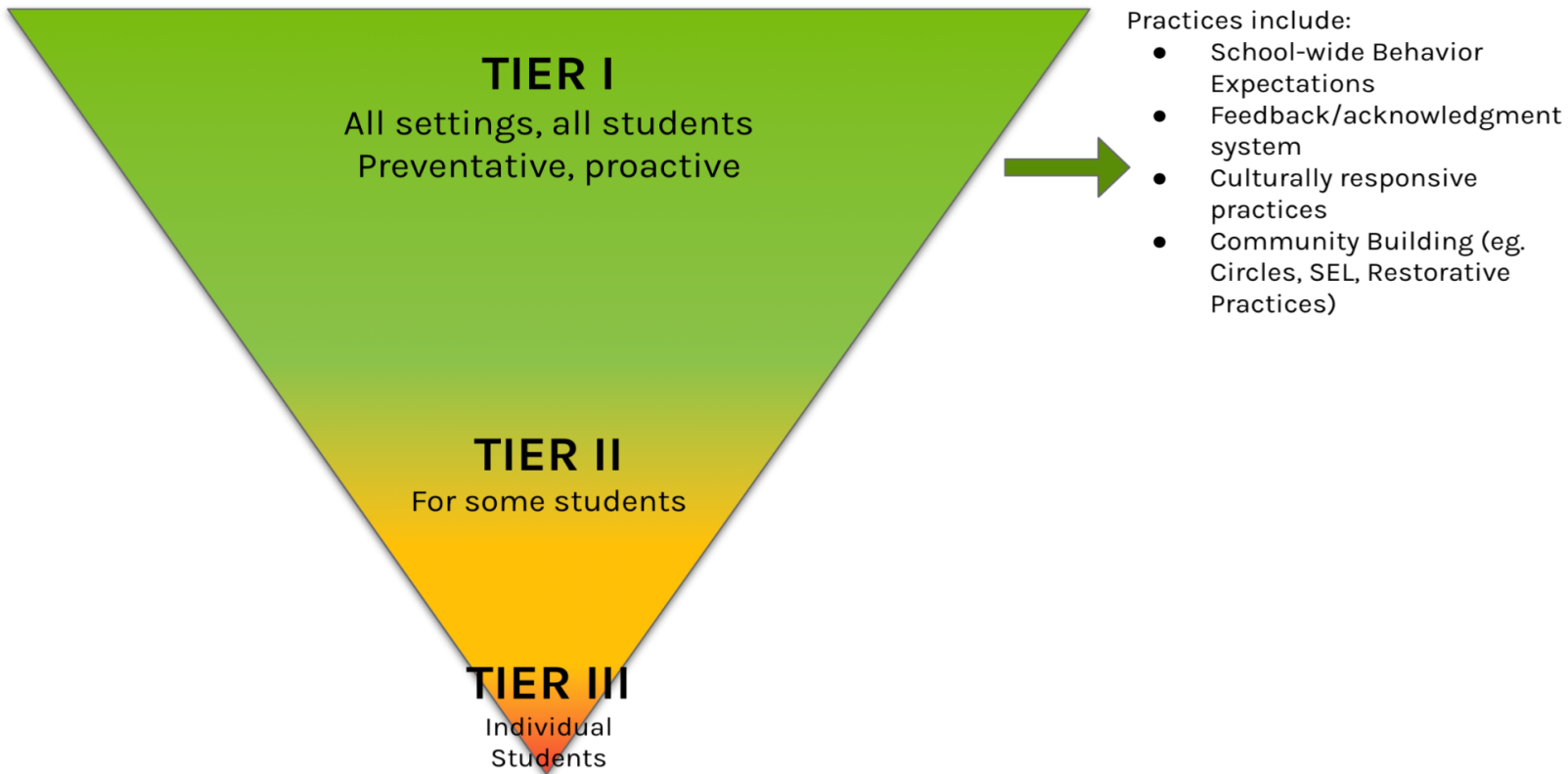
MULTI-TIERED SYSTEMS OF SUPPORT

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



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



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, empathy interviews and staff surveys to systematically assess and review student and family voices and adjust our practices to reflect the needs of our community.



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.

George 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](#))

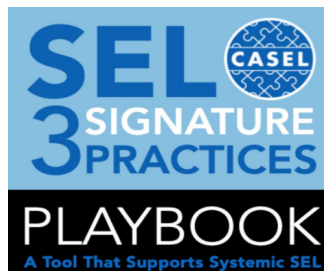
In PPS, we embrace Transformative SEL—which is a form of SEL implementation that concentrates SEL practice on transforming inequitable settings and systems, and promoting justice-oriented civic engagement.

“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 Representatives	Dan Siprian <ul style="list-style-type: none"> 6th gr. Math Stephan Hoda <ul style="list-style-type: none"> Science/STEAM Amanda Stolz <ul style="list-style-type: none"> Music Audrey Lingley <ul style="list-style-type: none"> Site Support Instructor Mack Magee <ul style="list-style-type: none"> Counselor Lauren Hawkins <ul style="list-style-type: none"> AVID Teacher 		
Administrator	Madeleine Allen, AP Ambar Olivas, AP	Facilitator Note Taker	
Family Member	Jenni Brown		
Behavioral Expertise	James Hall <ul style="list-style-type: none"> Student Engagement Coach 		
Coaching Expertise	David Rodriguez <ul style="list-style-type: none"> School Climate Coach 		Facilitator (Back up)
Knowledge of Academic/ Behavioral Patterns	Maria Kidder <ul style="list-style-type: none"> 7th grade Learning Center 		
Knowledge of School Operations/Programs	Amy Whitney, Principal		

Climate Team Meeting Schedule

Month	Date/Time	Room	Topic/Assessment
August			
September			Tiered Fidelity Inventory (TFI) Assessment & Action Plan Last year's Discipline Data Review
October			Monthly Discipline Data Review



November			Monthly Discipline Data Review
December	Wednesdays @ 8:15 AM	Workroom	Staff Tier 1 Climate Survey Monthly Discipline Data Review
January	Wednesdays @ 8:15 AM	Workroom	Tiered Fidelity Inventory (TFI) Assessment & Action Plan
February	Wednesdays @ 8:15 AM	Workroom	CARE Matrix-Staff Monthly Discipline Data Review
March	Wednesdays @ 8:15 AM	Workroom	Monthly Discipline Data Review
April	Wednesdays @ 8:15 AM	Workroom	Monthly Discipline Data Review
May	Wednesdays @ 8:15 AM	Workroom	Tiered Fidelity Inventory (TFI) Assessment, Action Plan & Review/Update Climate Handbook
June	Wednesdays @ 8:15 AM	Workroom	Planning for rollout next year

Meeting Agenda:

- Climate Team meetings will be available for the community to review
[☰ GMS Climate Team - Agenda + Notes](#)
- 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

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:

Communicate

Accountable

Respect

Excellence

Posters (with student, staff, family & community-produced values) have been made and distributed throughout the building in order to make them visible to students, staff and families. The intention is to send a consistent message about what our school community values and how it looks different in various common areas. This will help George ensure that our school values are inclusive and affirming.



These school values are important for the George school community, because these are the qualities that help students be successful in life. Our students need to understand and exercise George on a regular basis to master the skills to be successful and prepared to be 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 [\[Click here for Common Area CARE Expectations\]](#)

A poster titled "GMS Mustangs CARE!" with a red header and a yellow border. The acronym "C.A.R.E." is written in large letters. Below it, four categories are listed: COMMUNICATE, ACCOUNTABLE, RESPECT, and EXCELLENCE, each with a list of behavioral expectations. A faint Mustang logo is visible in the background.

GMS Mustangs CARE!

C.A.R.E.

COMMUNICATE
-Use positive language
-Ask for help

Are **ACCOUNTABLE**
-Take responsibility for your actions.
-Follow school expectations.
-Manage your time.

Show **RESPECT**
-Treat others the way you want to be treated.
-Always do your best.

Strive for **EXCELLENCE**
-Learn from mistakes.
-Use empathy.
-Encourage others to do their best.



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 George discipline data 2021-2022

Active Supervision [What Does Active Supervision Look Like? Sound Like?](#)

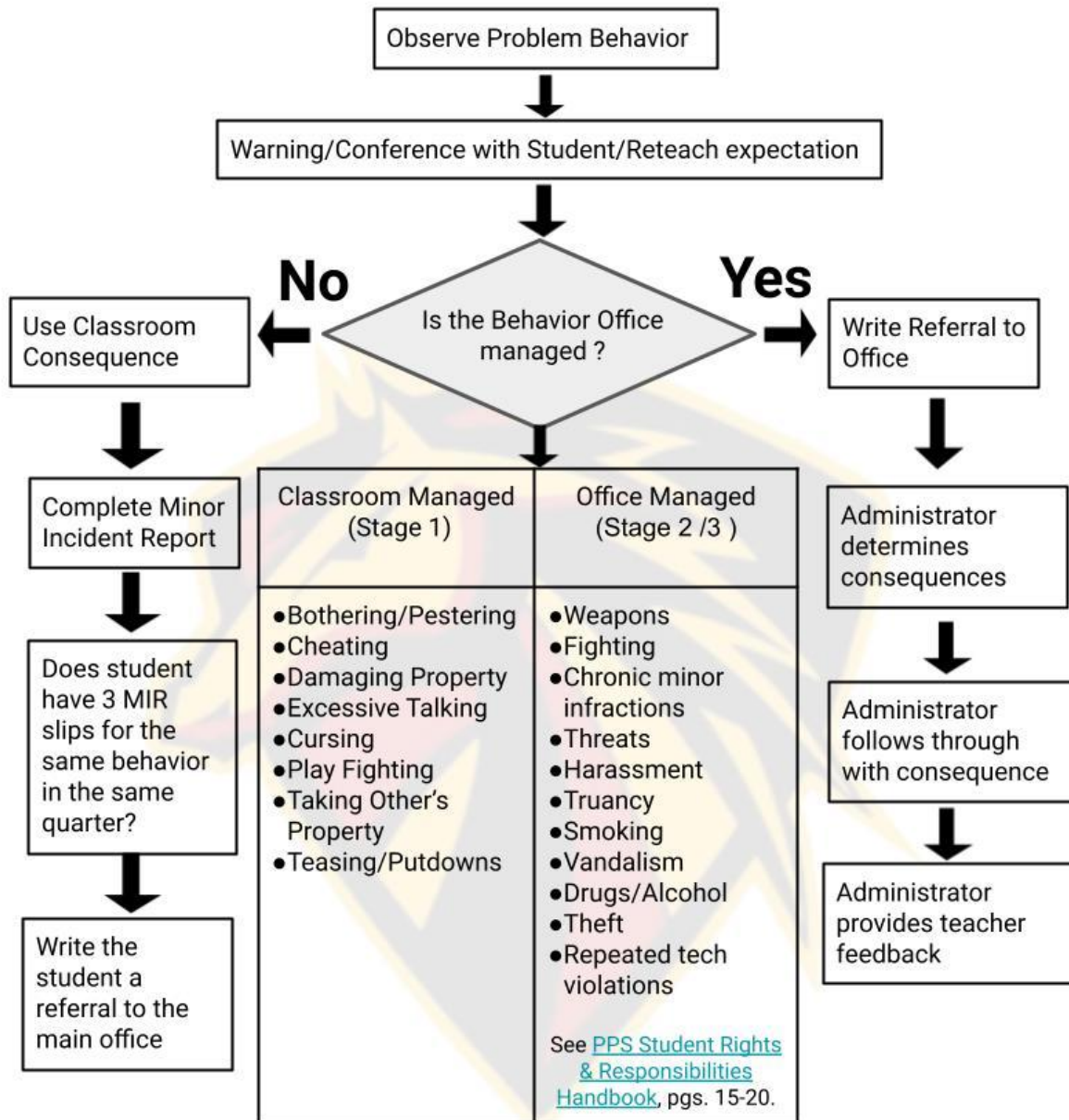
Active supervision is the alert, proactive ability of the staff member to circulate within a group of students while interacting in a positive and constructive way. This includes acknowledging positive behaviors and actions, scanning for potential growth areas, modeling and supporting regulation strategies, and using restorative practices to reduce and repair harm.

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



Student Behavior

All behavior is communication. What is the function?
 E- Escape
 A- Attention
 T- Tangible gains
 S- Sensory Needs



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: <ul style="list-style-type: none"> Teaching school values & common area expectations schedule Teaching classroom routines & expectations Schoolwide and classroom acknowledgement systems Correcting fluently Influence of race, culture and language on adult expectations and student behavior 	Admin and SCS
September	Review Effective Classroom Climate Plans	Grade Level Teams
October	Climate Technical Review - referral process and reentry, community circle strategies	SCS
November	Reviewing our TIER 1 Climate Systems	SCS
December	Staff Climate Survey Data	Admin and SCS
January	Calibrating CARE Values and LiveSchool Rollout	Admin and SCS
February	The SIT process at George Middle School	GMS Admin team
March	Tier II Interventions for students in the SIT Process	Grade Level Teams
April	Live School Plan for Fourth Quarter	GMS Climate Team
May	Climate Priorities for the 22-23 School Year	Admin and SCS

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.

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.

GMS Postive Acknowledgement System
GMS Spirit Wars

- ★ All GMS students will be sorted into six mixed grade level teams, called Houses
- ★ Every House has a mix of 6th graders, 7th graders, and 8th graders AND staff. Students were



- sorted by Advisory classes into the Houses. They will stay with the same House until the end of the school year
- ★ The houses are in competition! Students will get awarded points for their grades, their behavior, their attendance, and other activities. The House with the most points at the end of each quarter wins!
- ★ Each house has a house color: blue, red, green, purple, orange or gold.
- ★ Each house will eventually be associated with an influential Portlander
- ★ All school staff will be awarding points to students through an app called LiveSchool.
- ★ Our GMS Leadership students will be figuring out what rewards students and their house can earn. Here are some of the rewards that students can earn for their House:
 - GMS T-shirts and hoodies
 - Popcorn parties
 - House Photo Booth
 - Grand prize for the quarter will be a House Party featuring music, food, swag and MORE

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
8/18/2022	22-23 Climate Planning Meeting	



8/26/2022	Climate Preservice Day	Teachers work in grade level teams to create Effective Classrooms Climate Plans
9/14/2022	Climate Focused Staff Meeting	<ul style="list-style-type: none"> • Trauma Informed Responses to Discipline with our QMHPs • ECPP Principle 3 - student centered discipline

PLAN FOR FAMILY, STUDENT AND COMMUNITY INVOLVEMENT (1.11)

Schedule for family involvement activities

Date	Topic & Group	Activities	Organizer
9/22/22	Back to School Night	Annual event that provides the opportunity for parents to meet their students' teacher	GMS Staff

George Plan for Student Involvement

- GMS has a robust Student Leadership class that is responsible for a myriad of different school wide climate pieces. They plan Spirit Weeks, make videos reinforcing our CARE values, and contribute to the planning of assemblies.

George Middle School New Student/Family Plan

When new students enter George Middle School, we strive to create a welcoming and encouraging environment. Every new student that starts at GMS receives:

- A tour of the building on their first day before students arrive with their counselor
- Daily check in their first two weeks at GMS with their counselor



- A “buddy” from the GMS student leadership team that will assist with getting socially acclimated
- A GMS swag bag containing GMS branded supplies like a water bottle, sweatshirt, face mask, and planner

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

Successful Schools Survey (SSS)

- Completed once a year in March 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:
 - [Student](#)
 - [Staff](#)
 - [Family](#)

School Climate Action Plan (CR-TFI):

- [Link](#) to GMS Culturally Responsive Tiered Fidelity Inventory



Appendix

School: George School Climate (CR-TFI) Action Plan

Date: January 19, 2022

- [Link](#) to GMS Culturally Responsive Tiered Fidelity Inventory

Schedule/Lessons for teaching CARE Values and Expectations

[CARE Days Presentation](#)

