

GMS CLIMATE HANDBOOK

TIER I

SCHOOLWIDE VALUES AND COMMON AREA EXPECTATIONS

At George Middle School we **CARE**

Communicate

- Use only kind, respectful words
- Support and encourage others
- Share concerns

Achieve

- Focus on learning
- Pursue excellence

Respect

- Respect self, others and school
- Use appropriate language

Effort

- Participate
- Persevere

- These school values are important for the George Middle school community, because these are the actions and attributes that help students be successful in life. Our students need to understand and exercise these expectations 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.

TEACHING EXPECTATIONS

CARES Matrix and other schoolwide expectations will be explicitly taught to all students during advisory classes throughout the year.

Yearly Schedule for Teaching Common Area Expectations

Date
September-October 2016: Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide.
January -February 2017: Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide.
March-April 2017: Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide.
As indicated by George Middle School discipline data 2016-2017

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, scanning for potential problems, diffusing them before they arise, and motivating students to do their best and monitor their own behavior.

Tier 1 Stage 1 Referral Written Managed by teacher (Student remains in class)	Tier 2 Stage 2 Referral Written Managed by teacher with SMS assistance (Student remains in class)	Tier 3 Stage 3 Referral Written Immediate SMS assistance (Student is removed from class)
<ul style="list-style-type: none"> • Bothering/pestering <ul style="list-style-type: none"> • Cheating • Damaging property • Excessive talking • Mild defiance • Mild cursing • Not following directions • Play fighting, pushing or shoving, running • Disruptive conduct <ul style="list-style-type: none"> • Taking other's property • Teasing/putdowns 	<ul style="list-style-type: none"> • Abusive/Profane language <ul style="list-style-type: none"> • Class cutting/leaving without permission • Deliberate misuse of property • Display of patently offensive material <ul style="list-style-type: none"> • Disruptive conduct • Forgery • Gambling • Harassment: bullying • Inappropriate use of technology • Indecent (obscene) gesture <ul style="list-style-type: none"> • Intimidation • Open defiance • Possession of prohibited item • Possession/use of stolen property <ul style="list-style-type: none"> • Theft: minor • Threat of violence <ul style="list-style-type: none"> • Trespassing • Vandalism: minor 	<ul style="list-style-type: none"> • Alcohol/drug • Arson or attempted arson • Assault/menacing <ul style="list-style-type: none"> • Battery • Bomb threat • Burglary • Extortion • False fire alarm, <ul style="list-style-type: none"> • Fighting • Firecrackers/explosives • Harassment: sexual, Indecent exposure <ul style="list-style-type: none"> • Robbery, Theft: major • Tobacco, use and/or possession <ul style="list-style-type: none"> • Vandalism: major • Weapons: dangerous, deadly, firearm, simulated, possession, use, threat with weapon

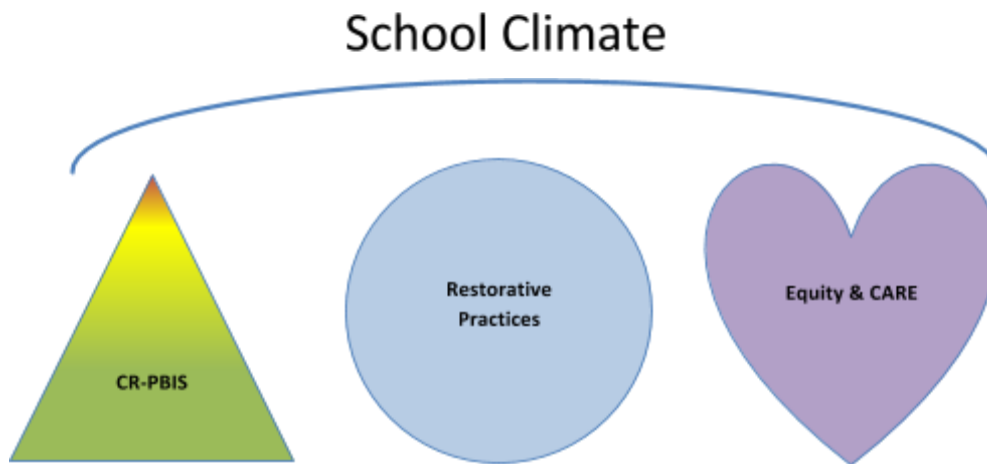
<p>Tier 1 Interventions</p> <ul style="list-style-type: none"> • Reteach expectations • Private redirection • Modify/differentiate work • Identify replacement behavior • Time out (in class) <ul style="list-style-type: none"> • Verbal warning • Time out (in class) <ul style="list-style-type: none"> • Provide choices whenever possible • Restorative justice (inquiry questions, circles, etc.) <ul style="list-style-type: none"> • Restitution • Parent/teacher contact <ul style="list-style-type: none"> • Change seating <ul style="list-style-type: none"> • Detention • Restore 	<p>Tier 2 interventions</p> <ul style="list-style-type: none"> • Parent conference • Restorative justice (inquiry, circles, etc.) • Time out (out of class- less than 10 minutes) with written reflection • Check-in/check-out routines with students • Daily progress report • Behavior Contract <ul style="list-style-type: none"> • Meaningful work/community service • Consult with SPED case manager, ELL teacher, psych, nurse • Referral to Student Intervention Team • Identify “safe place” to cool off • Interest inventory <ul style="list-style-type: none"> • Identify peer/mentor/adult supports 	<p>• Tier 3 interventions</p> <ul style="list-style-type: none"> • Consult with SPED case manager • ELL teacher, psychologist, nurse <ul style="list-style-type: none"> • Referral to Student Intervention Team • Check-in/check-out routines with individuals • Safety or behavior plan • Referral to Major Suspension Program • Referral to Student Success Center
<p>Teacher implements Tier 1 Interventions → Teacher may complete Stage 1 referral ➤ Teacher must contact family</p>	<p>Teacher implements appropriate interventions Teacher may submit Stage 2 Behavior Report online to SMS. SMS will automatically be alerted. If necessary, teacher calls office and asks for Administrative assistance SMS and teacher decide who will call family</p>	<p>Teacher calls office and asks for Administrative assistance Teacher completes Stage 3 Behavior Report</p>

	<p>SMS/Admin consults reporter/teacher about Stage 2 Behavior Report</p> <p>SMS/Admin reviews possible actions (restorative or retributive) to take in consultation with PPS Student Rights and Responsibilities Handbook</p> <p>SMS/Admin contacts families regarding consequence</p> <p>Admin/SMS resolves incident within 2 days and follows up with teacher</p> <p><i>*Stage 2 referral can become stage 3 for repeated offense</i></p>	<p>SMS/Admin picks up student and Stage 3 Behavior Report from classroom</p> <p>Student does not return to class until conference with SMS/Administrator</p> <p>SMS/Admin consults & follows up with reporter/teacher about Stage 3 Behavior Report the same day or next</p> <p>SMS/Admin reviews possible actions (restorative or retributive) to take according to PPS Student Rights and Responsibilities Handbook</p>
--	---	---

WHAT IS SCHOOL CLIMATE?

SCHOOL CLIMATE OVERVIEW

School Climate encompasses CR-PBIS (Culturally-Responsive Positive Behavioral Interventions & Supports), Restorative Practices with the lens of racial Equity and practices of CARE (Collaborative Action Research for Equity) explicitly called out and woven in.



CR-PBIS

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** what is expected
2. Actively **acknowledge** kids when they are following the expectations
3. Instructionally **correct** kids when they are not following the expectations

Research shows that when school staff acknowledge positive behaviors at least three times more often than correcting behavioral mistakes, misbehaviors decrease significantly.

RESTORATIVE PRACTICES

Restorative Practices, also referred to as Restorative Justice, is a range of community building, peacemaking practices adapted to the school setting. The intention is to build trusting relationships and offer restorative alternatives to punitive discipline.

Restorative Inquiry is an essential restorative practice. A series of guiding questions are asked:

- What happened?
- Who was affected/impacted? (stakeholders)
- Who needs to restore with others?
- What agreed upon commitments are in place for all stakeholders moving forward?
- What happens if commitments are not met? (consequence, student handbook, alternative plans)
- How can others support you?

THE SCHOOL CLIMATE TEAM

SCHOOL CLIMATE TEAM INFORMATION

Team Member	Name	Meeting Role
Coordinator	Liz	Co-Facilitators
Administrator	Lavert Robertson Shaunice Silas	Co-Facilitators
Behavioral & Coaching Expertise	Jaeger Vega Maria Scanelli Liz (district TOSA)	Restorative Practices Restorative Coach District Support
Knowledge of Academic/Behavioral Patterns	Susan Costa Kenya Marquez	Student Mngt. Specialist Counselor
Knowledge of School Operations/ Programs	Lavert Robertson	Principal

Climate Committee Members: (TBA Fall of 2017)

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	GMS School Climate & PBIS Overview; Review Last Year's Discipline Data	Costa/Vega
September	PBIS Rotations; CARE Assembly; CARE Advisory Lessons; Teachers Submit Classroom Management Plans	Administration
October	CARE Assembly; review Discipline Data	TBD
November	CARE Assembly, TFI Scoring	TBD
December	CARE Assembly	TBD
January	CARE Assembly; PBIS Rotations	TBD
February	CARE Assembly; review Discipline Data, TFI Scoring	TBD
March	CARE Assembly	TBD
April	CARE Assembly; PBIS Rotations	TBD
May	CARE Assembly, TFI Scoring	TBD
June	Review Discipline Data	TBD

CLASSROOM PROCEDURES (1.8)

As per PAT contract every teacher will have a classroom management plan. Classroom management plans will be due to administration the day before back to school night. A sample plan is provided below; and teachers will be given immediate feedback as well ongoing coaching support from SMS (Costa) , RJ Coach (Vega) & Instructional Specialist (TBA).

The Classroom Management Plan template, covers the essential feature of effective classroom management: Structure, teaching expectations, acknowledging positive behaviors, correcting misbehaviors. CARES matrix has been included in all plans as well as how staff will incorporate use of Mustang Bucks and how families will be communicated with.

<https://drive.google.com/a/apps4pps.net/file/d/oB-hyo5oHsW8CWVNxSWQoUm5oYjQ/view?usp=sharing>

Guest Teacher Support System

<https://drive.google.com/a/apps4pps.net/file/d/oB-hyo5oHsW8COGpSLXdqMjFyZW8/view?usp=sharing>

FEEDBACK AND ACKNOWLEDGEMENT SYSTEMS (1.9)

Research shows that when staff “catches” students exhibiting appropriate behaviors, those behaviors will increase and misbehaviors will decrease. Specific praise is extremely important in increasing the reoccurrence 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:

- Mustang Bucks
- Students earn them by showing CARE (Communication, Achievement, Respect, Effort)
- All staff have access and are encouraged to give them out frequently.
- SMS does weekly drawings and provide small prize bags.

- Students can spend their Mustang bucks during quarterly Activity Day---i.e. @student store, in VIP room, counselor prices.
- Student council will take over drawings on Mondays as well as announcements
- Every student gets a CARE shirt when knowledge of our expectations are shown.

Acknowledgement Matrix

Type	What	When/Where	Who Gives Them?
Immediate/ High frequency	Kids: Mustang Bucks Adults: Daily	Classroom & Common areas	All Staff
Redemption of immediate/ High Frequency	Kids: Weekly Drawings Quarterly Activity Day Positive phone call home coin.		
Long term SW Celebrations	Kids: Awards Assemblies, Adults: Nominate students monthly	Kids: Advisory Assembly	Teachers, Cafeteria duty staff
Continued Excellence Programs	Kids: Youth Action Team RJ Retreats Dignity in Schools Solutions vs. Suspensions. I Will Academy	Kids: Camp Namanu Off campus evening event at Maranatha Church. Camp Arrah Wanna	Students earn or interview and apply for programs

FACULTY INVOLVEMENT (1.10)

Schedule for sharing disaggregated data to staff and opportunities for input on Tier I systems: faculty involvement will be monthly and include comparison data.

Date	Data Shared	Staff Input Topic
October	TBD	
January	TBD	
April	TBD	
June	TBD	