

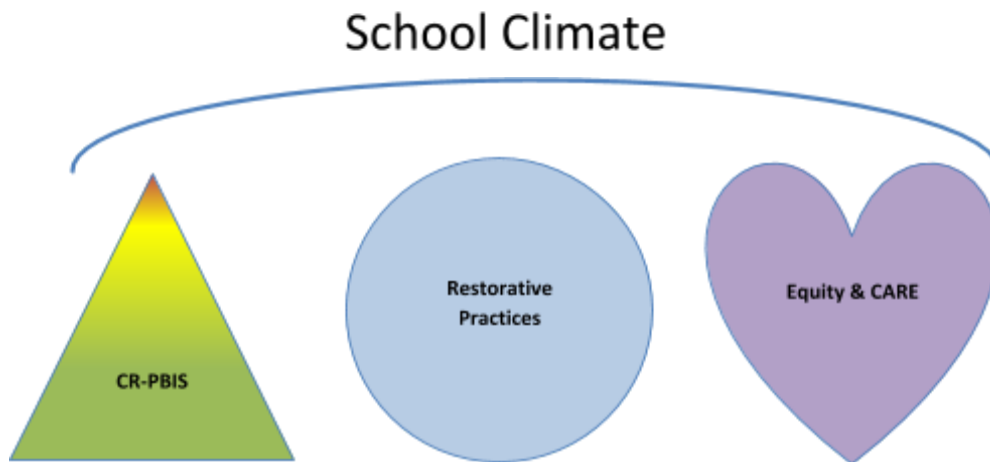
GEORGE MIDDLE SCHOOL CLIMATE HANDBOOK

George Middle School welcomes everyone in our diverse community to become active learners. Ours is a school where all members use their minds well and care about one another. We engage with challenging academics and the unique resources of our city and region in order to become active citizens and responsible stewards of our world.

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.

CR-PBIS 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.



More specifically:

- Accesses all stakeholders to develop and promote school values
- Develops common area expectations for all parts of the building
- Designs lesson plans and schedules to teach common area expectations throughout the year.
- Creates and maintains systems to acknowledge students who are following the school values and expectations. This may be acknowledgement tickets, regular assemblies, or awards for individuals, classes, grade levels, etc.
- Develops school wide policies that are proactive, preventative and restorative.
- Utilizes staff input to 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 systematically assess and review student and family voices and adjust our practices to reflect the needs of our community (See *Tier I Evaluation*)

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?
- What can be done to make and keep things right?
- do we need to make to improve outcomes in the future?
- How can others support you?

EQUITY/CARE

This handbook is intended to inform George Middle School staff of the processes that support the reduction of exclusionary discipline to provide our students with equitable access to education. Portland Public Schools' top priorities includes eliminating racial disproportionality in exclusionary discipline..

Our CARE work is intentionally focused on increasing classroom engagement for every learning style and our capacity for being culturally competent in our instructional practices and inclusive of our diverse learning styles.

“Portland Public Schools is committed to academic excellence and personal success for all students. Central to this commitment is educational equity. We are committed to providing instruction with the rigor, cultural relevance, and relationships that ignite the potential of each and every student. In order to do so, we must shift our practices to see students as individuals—including their race, their language, their gender, their sexual orientation, and their various abilities.

This work is necessary to serve a diverse student body well and prepare every student to navigate and compete in a culturally rich society and global economy, now and into the future.”



Lorenzo Poe- former PPS Educator

THE SCHOOL CLIMATE TEAM (TIER I)

SCHOOL CLIMATE TEAM INFORMATION

Team Member	Name	Primary Meeting Role (Facilitator, Data Analyst, Minute Taker)
Coordinator	Sierra Hill Jaeger Vega	Co-Facilitators
Administrator	Peter McDougal/ Shaunice Silas	
Behavioral & Coaching Expertise	Sierra Hill - SCS Jaeger Vega-RJ Coach	
Knowledge of Academic/Behavioral Patterns	Nicole Ayala Katie Nations	Note taker
Knowledge of School Operations/ Programs	Peter McDougal Shaunice Silas	

Climate Team Meeting Schedule

Month	Date/Time	Room	Topic/Assessment
September 2018	8:00 AM	TBA	Tiered Fidelity Inventory (TFI) Last year's Discipline Data Review Classroom Management Plans PBIS Rotations Community Survey Restorative Justice check in
October 2018	8:00 AM	TBA	Monthly Discipline Data Review/TFI Work Restorative Justice check in
November 2018	8:00 AM	TBA	Monthly Discipline Data Review/TFI Work Review Survey Results Restorative Justice check in



December 2018	8:00 AM	TBA	Monthly Discipline Data Review Restorative Justice check in
January 2019	8:00 AM	TBA	Tiered Fidelity Inventory (TFI) Classroom Management Plans Community Survey Restorative Justice check in PBIS rotations
February 2019	8:00 AM	TBA	Monthly Discipline Data Review Restorative Justice check in
March 2019	8:00 AM	TBA	Monthly Discipline Data Review Restorative Justice check in
April 2019	8:00 AM	TBA	Monthly Discipline Data Review Classroom Management Plans PBIS rotations Restorative Justice check in
May 2019	8:00 AM	TBA	Tiered Fidelity Inventory (TFI) Community Survey End of year review discipline information

Additional Climate Committee Members: Michelle McCormick, Katie Nations, Jane Roska

TIER I IMPLEMENTATION

SCHOOL-WIDE VALUES AND COMMON AREA EXPECTATIONS

At George Middle School we **CARE**

Communicate

-

Accountability

-

Respect

-

Excellence

-

- 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

CARE Expectations and other school-wide expectations will be explicitly taught to all students during advisory classes throughout the year.

Yearly Schedule for Teaching Common Area Expectations

Date
August 28- September 27, 2019: Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide. Including PBIS Rotations taught at specific high traffic areas.
January 6-January 17, 2020: Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide.
March 30-April 10, 2020: Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide.
As indicated by George Middle School discipline data 2019-2020

Active Supervision For George Middle School Staff

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.

Defining Behaviors & Discipline Policies

	Tier 1	Tier 2	Tier 3
	Stage 1 Referral Written Managed by teacher (Student remains in class)	Stage 2 Referral Written Managed by teacher with SMS assistance (Student remains in class)	Stage 3 Referral Written Immediate SMS assistance (Student is removed from class)
Behaviors	<ul style="list-style-type: none"> ● Bothering/pestering ● Cheating ● Damaging property ● Excessive talking ● Mild defiance ● Mild cursing 	<ul style="list-style-type: none"> ● Abusive/Profane language ● Class cutting/leaving without permission ● Deliberate misuse of property 	<ul style="list-style-type: none"> ● Alcohol/drug ● Arson or attempted arson ● Assault/menacing ● Battery ● Bomb threat



	<ul style="list-style-type: none"> ● Not following directions ● Play fighting, pushing or shoving, running ● Disruptive conduct ● Taking other’s property ● Teasing/putdowns 	<ul style="list-style-type: none"> ● Display of patently offensive material ● Disruptive conduct ● Forgery ● Gambling ● Harassment: bullying ● Inappropriate use of technology ● Indecent (obscene) gesture ● Intimidation ● Open defiance ● Possession of prohibited item <ul style="list-style-type: none"> ● Possession/use of stolen property ● Theft: minor ● Threat of violence ● Trespassing ● Vandalism: minor 	<ul style="list-style-type: none"> ● Burglary ● Extortion ● False fire alarm, ● Fighting ● Firecrackers/explosives ● Harassment: sexual, Indecent exposure ● Robbery, Theft: major ● Tobacco, use and/or possession ● Vandalism: major ● Weapons: dangerous, deadly, firearm, simulated, possession, use, threat with weapon
<p>Interventions</p>	<ul style="list-style-type: none"> ● Reteach expectations ● Private redirection ● Modify/differentiate work ● Identify replacement behavior <ul style="list-style-type: none"> ● Time out (in class) ● Verbal warning ● Time out (in class) ● Provide choices whenever possible ● Restorative justice (inquiry questions, circles, etc.) ● Restitution ● Parent/teacher contact ● Change seating ● Detention 	<ul style="list-style-type: none"> ● Consult with SPED case manager ● ELL teacher, psychologist, nurse ● Referral to Student Intervention Team ● Checkin/checkout routines with individuals ● Safety or behavior plan ● Referral to Major Suspension Program ● Referral to Student Success Center 	<ul style="list-style-type: none"> ● Consult with SPED case manager ● ELL teacher, psychologist, nurse ● Referral to Student Intervention Team ● Checkin/checkout routines with individuals ● Safety or behavior plan ● Referral to Major Suspension Program ● Referral to Student Success Center
<p>Teacher Implementations</p>	<p>→ Teacher may complete Stage 1 referral →Teacher must contact family</p>	<p>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 SMS/Admin consults reporter/teacher about Stage 2 Behavior Report 1. SMS/Admin reviews</p>	<p>Teacher calls office and asks for Administrative assistance Teacher completes Stage 3 Behavior Report SMS/Admin picks up student and Stage 3 Behavior Report from classroom Student does not return to class until conference with SMS/Administrator SMS/Admin consults &</p>



		<p>possible actions (restorative or retributive) to take in consultation with PPS Student Rights and Responsibilities Handbook SMS/Admin contacts families regarding consequence Admin/SMS resolves incident within 2 days and follows up with teacher *Stage 2 referral can become stage 3 for repeated offense</p>	<p>follows up with reporter/teacher about Stage 3 Behavior Report the same day or next SMS/Admin reviews possible actions (restorative or retributive) to take according to PPS Student Rights and Responsibilities Handbook</p>
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PROFESSIONAL DEVELOPMENT

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 2019	<p>School climate orientation:</p> <ul style="list-style-type: none"> Teaching school values & common area expectations rotation of all common areas Teaching classroom routines & expectations Schoolwide and classroom acknowledgement systems Correcting fluently SIT flowchart Influence of race, culture and language on adult expectations and student behavior 	<p>Robertson, Silas, Hill, Vega,</p> <p>Audience: GMS Staff</p>
September 2019	<p>Review of Behavioral expectations (CARE matrix) PBIS rotations of staff and students Review classroom management plans CARE Quiz/T shirt AVID</p>	<p>Robertson, Silas, Hill, Vega Rodgers</p>
October 2019	<p>Student Intervention Team (SIT)</p> <ul style="list-style-type: none"> Sharing of protocols, team members, resources Grade team meetings/Shared Google Docs <p>AVID Discipline Data Review CARES MultiLingual Family Share TFI Walk Through/Share with staff</p>	<p>Robertson, Silas, Nations Ayala Hill Vega Rodgers</p>
November 2019	<p>Restorative Justice & Discipline Data Review Healing Circles</p>	<p>Hill, Vega, Rodgers</p>



	AVID	Rodgers
December 2019	Restorative Justice & Discipline Data Review Family Involvement AVID	Hill, Vega, Rodgers
January 2020	Restorative Justice & Discipline Data Review Update classroom management plans AVID Discipline Data Review CARE Review/Quiz TFI Update	Hill, Vega, Rodgers
February 2020	Review of Behavioral expectations (CARE matrix) AVID TFI Walkthrough/Share with staff	Hill, Vega
March 2020	Restorative Justice & Discipline Data Review	Hill, Vega
April 2020	Restorative Justice & Discipline Data Review CARE Expectations Review	Hill, Vega
May 2020	Review of School Climate Plan/Staff Handbook/Discipline Data TFI Walkthrough/Share with staff	Hill, Vega
June 2020	Celebrations	

CLASSROOM PROCEDURES

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 SCS (Hill) , RJ Coach (Vega) & Instructional Coach (Rodgers).

The Effective Classroom Practice template, covers the essential feature of effective classroom management: Structure, teaching expectations, acknowledging positive behaviors, correcting misbehaviors. CARE matrix will be included in all plans as well as how staff will incorporate Mustang Bucks for positive reinforcement. As well as family communication plan.

FEEDBACK AND ACKNOWLEDGEMENT SYSTEMS

Research shows when staff “catches” students exhibiting appropriate behaviors, those behaviors will increase and misbehaviors will decrease. Specific praise is extremely important in increasing the 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, in common spaces, and on buses, etc.

Description of our school-wide acknowledgement system:

- Mustang Bucks
- Students earn them by showing CARE (Communication, Accountability, Respect, Excellence)
- All staff have access and are encouraged to give them out frequently.



- SCS does monthly 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

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: Monthly Drawings Monthly Activity Day	Monthly at assemblies End of each month	Hill Hill
	AVID Student store	Daily during lunch	Student run store
Long term SW Celebrations	Monthly CARE assembly for students and staff Adults: Nominate students monthly Climate team nominations for staff awards monthly.	CARE assembly monthly during 4th period	Teachers, Cafeteria duty staff, students.
Continued Excellence Programs	Kids: Youth Action Team RJ Retreats Dignity in Schools Solutions vs. Suspensions. Student Government	Kids: Camp Namanu Off campus evening event at Maranatha Church. Camp Arrah Wanna	Students earn or interview and apply for programs

FACULTY INVOLVEMENT

Schedule for sharing disaggregated data to staff and opportunities for input on Tier I systems

Date	Data Shared	Staff Input Topic
September	August 27th-September 30th	Tuesday staff meeting
January	January 4th-January 8th	Tuesday staff meeting
April	March 28th-April 1st	Tuesday staff meeting
June	School Climate Survey	Tuesday staff meeting

***PLAN FOR FAMILY, STUDENT AND COMMUNITY INVOLVEMENT*****Schedule for family involvement activities**

Date	Topic & Group	Activities	Organizer
9/2018	Back to School Night CARE Assembly	TBD	McDougal Hill
10/2018	CARE Assembly	TBD	Hill
11/2018	ELL Family Night CARE Assembly	TBD	McDougal Silas Ayala
12/2018	SPED Family Night CARE Clean Up SUN Showcase CARE Assembly	TBD	McDougal Silas Hill
1/2019	CARE Assembly	TBD	Hill
2/2019	SUN Showcase CARE Assembly	TBD	SUN staff Hill
3/2019	STEM Expo 5th Grade Family Information Night CARE Assembly	TBD	STEM staff Ayala Hill
4/2019	CARE Assembly	TBD	Hill
5/2019	CARE Assembly	TBD	Hill
6/2019	8th Grade Promotion		McDougal Silas

TIER I EVALUATION**Evaluation of the Effects and Fidelity of the School Climate Practices*****DISCIPLINE DATA***

Tiered Fidelity Inventory (TFI) guides the action planning for the implementation of 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

Recent TFI scores

- 2018-2019:

School Climate Survey (SCS) determines the status of specific building-wide school climate initiatives and issues (Core Values, Student Voice, Specific CR-PBIS Initiatives--ex: acknowledgement tickets)

- Completed three times a year (September, January, May) by all students (grades 3-5)
- Reviewed by School Climate Team and shared with staff, students and families. Used to monitor and adjust climate initiatives.

Recent SCS data

- 2018-2019