



Faubion School PK-8 School Climate Handbook



 *Be Respectful* (physically, verbally, and emotionally)

 *Be Responsible* (we nurture a safe, welcoming, and inclusive community)

 *Be Safe* (we have integrity, respecting ourselves and others)

Mission and Vision

Faubion aims to be an equitable learning community, dedicated to engaging and empowering students to become leaders for a more socially just world.

The mission of Faubion School is to empower our students academically and socially to become passionate leaders. We do this through deep community and family engagement, and a strong commitment to equity, inclusion, and a radical sense of accountability for the success of every student.

2023-2024

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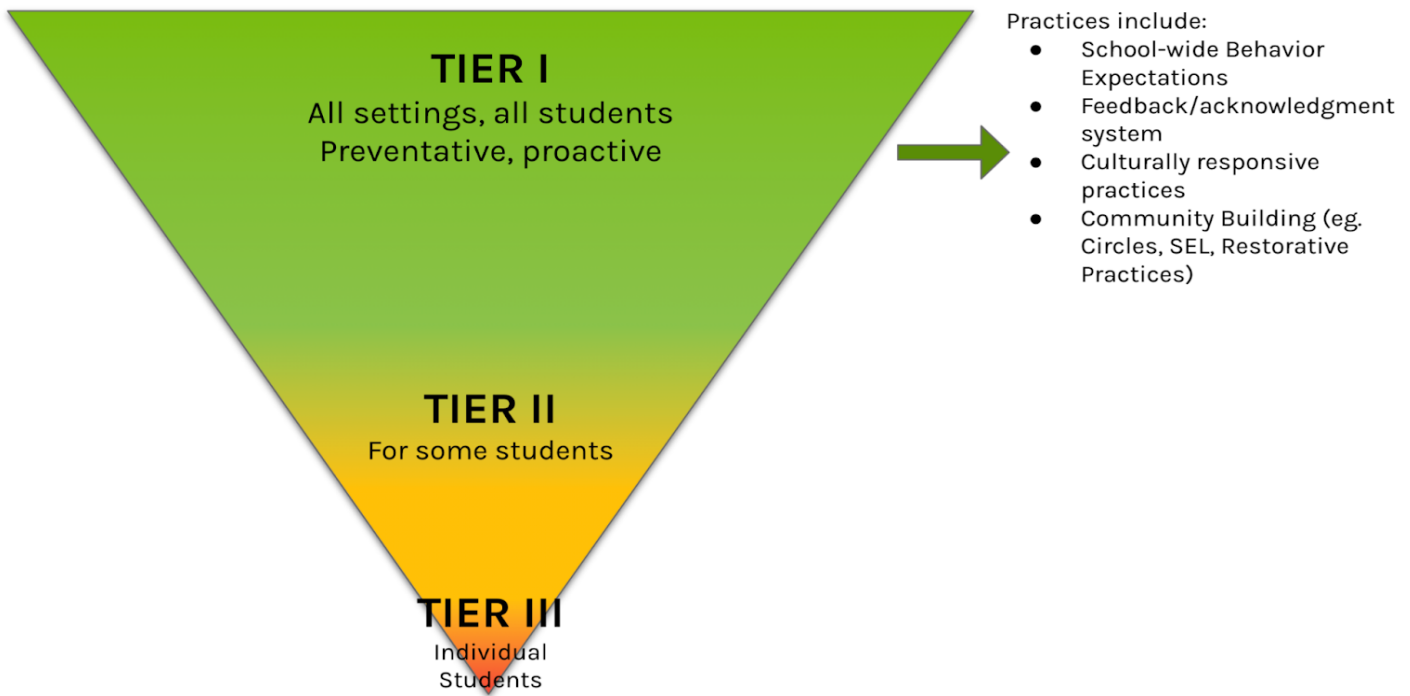
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WHAT IS SCHOOL CLIMATE?

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 in class (targeted group), and Tier III intervention (targeted group & or individual) systems to help eliminate barriers to learning and enable every student to successfully reach their full potential.

MTSS FOR STUDENT SUCCESS



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.

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

[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 and [SSS Data](#) 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?

Restorative Justice Resources & Learning at Faubion School:

https://docs.google.com/presentation/d/1ma3t7nDZe9K6x3Pxi2sGyrm6V-YQi7EB-jP0MnROu84/edit#slide=id.g14a50f4fb83_0_6

Community Circle Example re: Respect & Accountability:

https://docs.google.com/presentation/d/1op4-2Noh_l_oFr52ZjhpQbty7qUfz5OMZZrV4EDgTYg/edit#slide=id.p

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.

Faubion School 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](#))

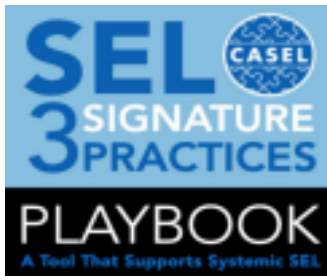
In PPS, we embrace Transformative SEL--which is a form of SEL implementation that concentrates SEL practice on transforming inequitable settings and systems, and promoting justice-oriented civic engagement.

“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 (1.1/1.2)

Team Member	Name	Primary Meeting Role (Facilitator, Data Analyst, Minute Taker)	Backup Meeting Role (Facilitator, Data Analyst, Minute Taker)
Climate/ILT Representative	Katie Culbert	Minute Taker	
Administrator	Celina Garrido	Facilitator	
Family Member	Eddie Almeida		
Behavioral Expertise	Damon Miller Annelise Wecker Molly Dywer		Facilitator Minute Taker
Coaching Expertise	Paul Gouveia	Data Analyst	
Knowledge of Academic/ Behavioral Patterns	Stephen Weller B Mello Miranda Rosemus		
Knowledge of School Operations/Programs	Meredith Holt		Data Analyst

Other Members

- Meetings: Monday 3:30pm

CLIMATE TEAM MEETING SCHEDULE

Month	Date/Time	Room	Topic/Assessment
August	8/17/2023 8:30-3:30	Embassy Suites Hotel	PD Planning
September	9/11 & 9/25 3:30-4:30	241	Staff PD & Tier 1 School Wide Acknowledgement Systems
October	10/9 & 10/30 3:30-4:30	241	Staff PD & Roll out of School Wide Acknowledgment Systems & Assemblies
November	11/6 3:30-4:30	241	Monthly Discipline Data Review & Successful Schools Survey & Staff PD
December	12/4	241	Monthly Discipline Data Review & Staff PD & Tier 1 Common Area expectations review
January	1/8/2024 3:30-4:30	241	Climate & Culture Team PD updates & Student Voice survey results review
February	2/12/2024	241	Monthly Discipline Data Review

	3:30-4:30		
March	3/11/2024 3:30-4:30	241	Monthly Discipline Data Review
April	4/8/2024 3:30-4:30	241	Monthly Discipline Data Review
May	5/13/2024 3:30-4:30	241	Tiered Fidelity Inventory (TFI) Assessment, Action Plan & Review/Update Climate Handbook
June	TBD	TBD	Planning for rollout next year

Meeting Agenda:

- Climate Team meetings minutes folder will be available for the community to review
- 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

Community Building Activities

It's important to have non academic activities to build community.

Community Building currently in place

- [Friday Clubs](#)
- Middle School Dance
- Field Day
- [Walking Field Trip Examples](#)
- Staff vs Students Basketball Game
- Amazing Shake
- Chess Tournaments (internal middle school tournaments)
- 8th Grade Legacy Projects
- Special Events: Hispanic Heritage Night, Black Family Night, [AAPI Family Night Example](#)
- Black History Month [BHM ASSEMBLY 2023 Example](#)

SCHOOLWIDE VALUES AND COMMON AREA EXPECTATIONS (1.3)

Our School Values are:

1. **Be Respectful**
2. **Be Responsible**
3. **Be Safe**

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 Faubion ensure that our school values are inclusive and affirming.

These school values are important for the Faubion school community, because these are the qualities that help students be successful in life. Our students need to understand and exercise Faubion 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 Posters

K-5 Common Area Expectations Slide Presentation

Middle School Common Area Expectations Slide Presentation

Middle School Systems & Accountability Slide Presentation:

TEACHING EXPECTATIONS (1.4)

Culturally Responsive Elaboration -[PBIS CR Field Guide](#), p.16

[Schoolwide] 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).

Yearly Schedule for Teaching Common Area Expectations

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.*

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.

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 TIER 1 AND TIER 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

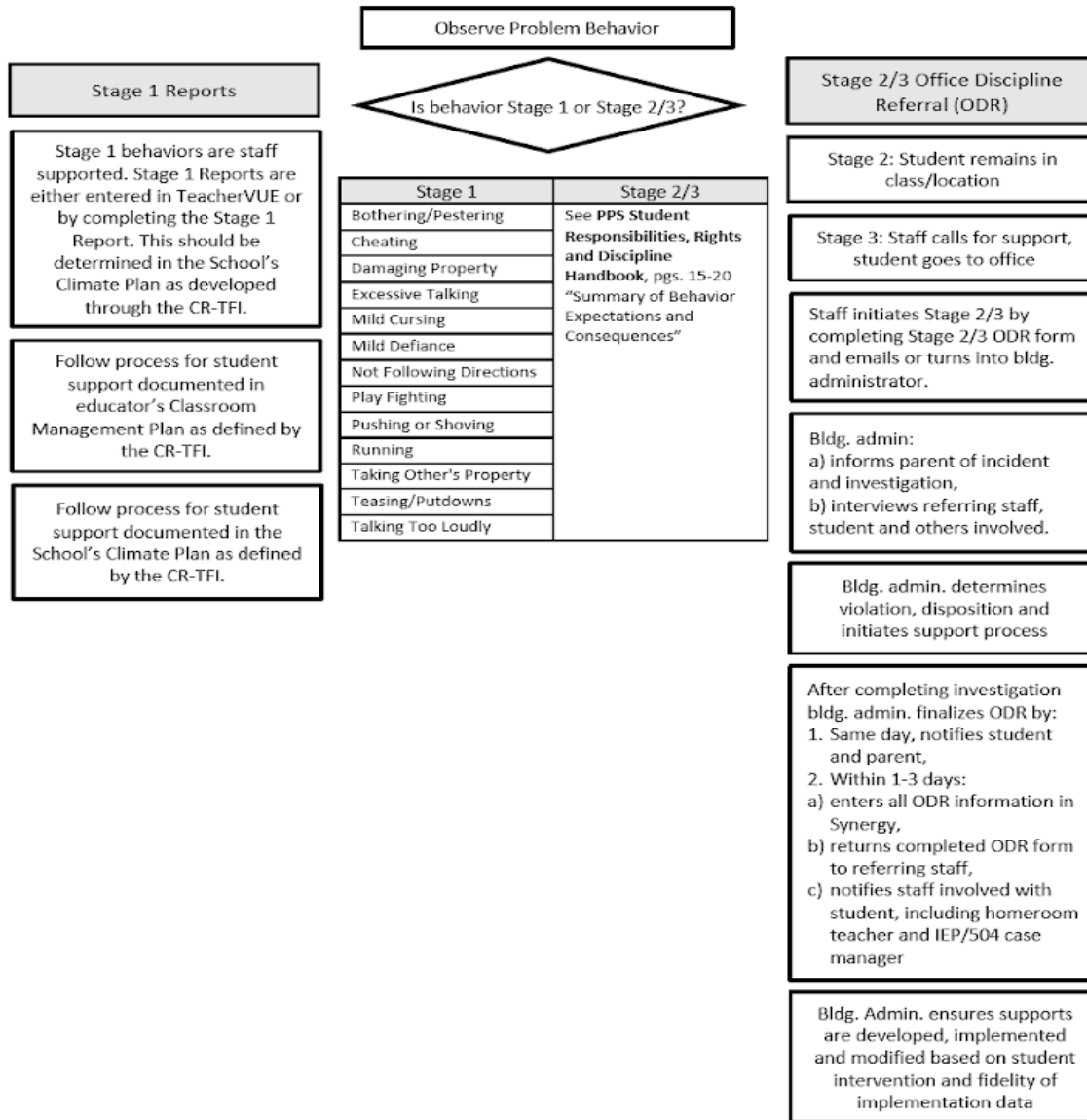
[Working Draft Behavior Matrix](#)

[Behavior Continuum](#)

[PPS Students Rights & Responsibilities](#)

DISCIPLINE POLICIES (1.6)

PPS Discipline Due Process Flowchart



PROFESSIONAL DEVELOPMENT (1.7) & Faculty Involvement (1.10)

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	Module 1- <ul style="list-style-type: none"> ● Establishing and Sustaining Positive Relationships ● Fostering Belonging and Centering Student Identity in the Classroom ● Establish Brave, Predictable and Supportive Classroom Communities (Consistent Structures and Routines) ● Reviewing School Wide Climate Plan ● Developing Effective Classroom Practices Plans ● Prioritizing relationships and fostering belonging ● Embedding TSEL Three Signature Practices ● Community Circles 	Climate & Culture Team
September	Module 2- <ul style="list-style-type: none"> ● Fostering Belonging and Centering Student Identity in the Classroom ● Relationship Repair and Collaborative Problem Solving Using Restorative Practices ● Culturally Responsive and Affirming Instruction ● Centering Identity ● Exploring Identity Markers ● Community Circles v. Restorative Circles ● Effective Classroom Practices Plan updates 	Climate & Culture Team
October	Module 3- <ul style="list-style-type: none"> ● Fostering Belonging and Centering Student Identity in the Classroom ● Relationship Repair and Collaborative Problem Solving Using Restorative Practices ● Culturally Responsive and Affirming Instruction ● Relational and Community Response to Behavior ● Restorative Chats, Circles and Conferences ● Effective Classroom Practices Plan updates 	Climate & Culture Team
November	Successful School Surveys	Climate & Culture Team
December	Module 4- <ul style="list-style-type: none"> ● Establish Brave, Predictable and Supportive Classroom Communities (Consistent Structures and Routines) ● Self-management and Self and Co-regulation Strategy Instruction ● Staff reflection on climate data ● Based on data, <ul style="list-style-type: none"> ○ Revisit schoolwide structures and routines ○ Re-evaluate Effective Classroom Practices Plans 	Climate & Culture Team
January	Climate & Culture Team Professional Learning	Climate & Culture Team

	Student Voice (Survey): Data Review	
February	Module 5- <ul style="list-style-type: none"> • Self-management and Self and Co-regulation Strategy Instruction • Establishing and Sustaining Positive Relationships • Adult and student self and co-regulation • Strengthening staff positive relationships 	Climate & Culture Team
March	Module 6- <ul style="list-style-type: none"> • Culturally Responsive and Affirming Instruction • Fostering Belonging and Centering Student Identity in the Classroom • Engaging students of color • Center experiences of students of color • Effective Classroom Practices Plan updates 	Climate & Culture Team
April	Climate & Culture Team Professional Learning Module 7- <ul style="list-style-type: none"> • Self-management and Self and Co-regulation Strategy Instruction • Effective Classroom Practices Plan updates 	Climate & Culture Team
May	Module 8 <ul style="list-style-type: none"> • Relationship Repair and Collaborative Problem Solving Using Restorative Practices 	Climate & Culture Team
June	Celebrations & Planning for next school year	Climate & Culture Team

CLASSROOM PROCEDURES (1.8)

Every teacher will have an Effective Classroom Practices Plan (ECPP). ECPPs will be shared with the administration no later than October. 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.

Description of our school-wide acknowledgement system:

- In place during 2022 - 2023
 - Students will earn individual and classwide awards/tokens/prizes
 - K-5 Monthly Awards assembly
 - Middle School Stamp Cards
 - Stamp Card [Student facing slideshow](#)
 - Quarterly Academic Achievement Awards
 - 6-8th grade Honor Roll Field Trips
 - [Student facing slide show for Honor Roll Assembly and Field Trip](#)
- For 2023 - 2024
 - Students and Teachers use “Kindness Hearts” to acknowledge staff and students throughout the PK-8 community

PLAN FOR FAMILY, STUDENT AND COMMUNITY INVOLVEMENT (1.11)

2023-2024 Events Calendar

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

Recent TFI scores

Successful Schools Survey (SSS)

- Completed once a year in February 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:

School Climate Action Plan (CR-TFI):