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# CHIEF JOSEPH ELEMENTARY SCHOOL School Climate Handbook

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*CHIEF JOSEPH ELEMENTARY*

*Safe*

*Responsible*

*Respectful*

*Kind*

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2016-2017

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*A place where students, family, and staff want to be.*

*This is a working document. The most updated version can be found online. For access, contact  
agerber@pps.net*

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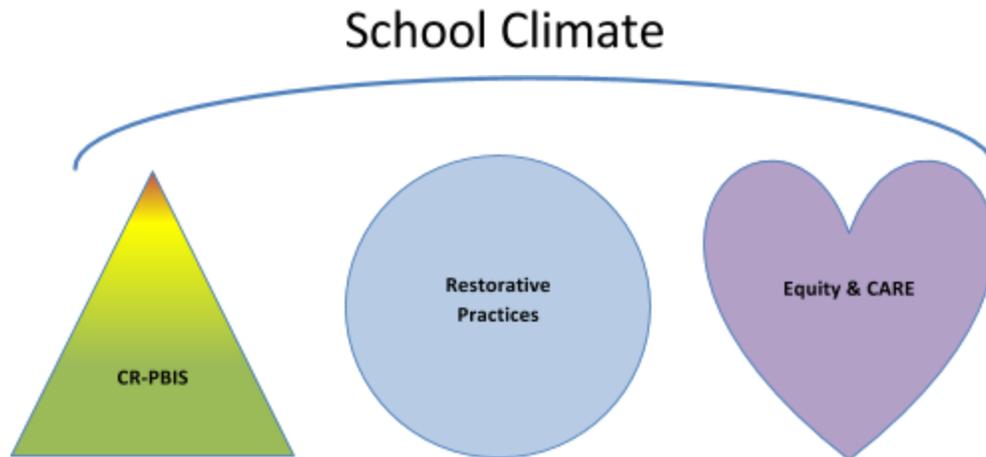
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## WHAT IS SCHOOL CLIMATE?

### 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?
- How can others support you?

**EQUITY/CARE**

This handbook is intended to inform Chief Joseph 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.”*

*Chief Equity Officer, Lorenzo Poe*



## 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, Intervention Coordinator)
Coordinator	Lynn Spiers	Facilitator Intervention Coordinator (Tier II)
Administrator	Amber Gerber	Data Analyst
Family Member		
Behavioral Expertise	Rose Michels Lynn Spiers Jennifer Whitaker Dayna Stro	Minute Taker
Coaching Expertise	Amber Gerber Rose Michels	
Knowledge of Academic/Behavioral Patterns	Amber Gerber Rose Michels Lynn Spiers Jennifer Whitaker Margaret Earl Dana Stro Josh Wolfe	Minute Taker
Knowledge of School Operations/Programs	Amber Gerber Rose Michels Lynn Spiers Jennifer Whitaker Margaret Earl Dana Stro Josh Wolfe	

*The membership of the school climate team reflects some the gender, racial, and cultural diversity of our school community. The team is trained on culturally relevant practices.*



**Climate Team Meeting Schedule**

Month	Date/Time	Room	Topic/Assessment
<b>June</b>	6/22/16 12:30-4:00 6/23/16 8:00-11:30	Conference Room	Tier II Handbook Tier II Decision Rules & Documentation Revise Common Area Expectation Lesson Plans Plan August PD
<b>August</b>			
<b>September</b>	9/12	Library	Whole Staff: Tiered Fidelity Inventory (TFI) Assessment & Action Plan Last year's Discipline Data Review
<b>October</b>	10/3	Conf. Room	Monthly Discipline Data Review School Climate Team Meeting
<b>November</b>	10/31	Conf. Room	Monthly Discipline Data Review School Climate Team Meeting
<b>December</b>	12/5	Conf. Room	Monthly Discipline Data Review School Climate Team Meeting
<b>January</b>	1/3	Conf. Room	School Climate Team Meeting Tiered Fidelity Inventory (TFI) Assessment & Action Plan Discipline Data Review
<b>February</b>	2/6	Conf. Room	Monthly Discipline Data Review School Climate Team Meeting
<b>March</b>	3/6	Conf. Room	Monthly Discipline Data Review School Climate Team Meeting
<b>April</b>	4/3	Conf. Room	Monthly Discipline Data Review School Climate Team Meeting
<b>May</b>	5/1	Conf. Room	School Climate Team Meeting Tiered Fidelity Inventory (TFI) Assessment & Action Plan Discipline Data Review
<b>June</b>	TBD		Planning for rollout next year

**Meeting Agenda:**

- All Climate Team meetings are conducted using the TIPS format
- Monthly Discipline Data
- CR-PBIS School-wide Systems (assessing the effectiveness of our Equity Practices on school climate)
- Integration of Restorative Practices

Agenda scheduled for each of our school climate meetings will be driven by the Tiered Fidelity (TFI) Action Plan.



## TIER I IMPLEMENTATION

### Programmatic Supports for all Students

#### **SCHOOL WIDE VALUES AND COMMON AREA EXPECTATIONS (1.3)**

Our School Values are:

Safe

Responsible

Respectful

Kind

Posters 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 what how it looks in different common areas. This will help Chief Joseph Elementary School ensure that our school values are inclusive and affirming. These values were developed with student, and staff input.

- These school values are important for the Chief Joseph Elementary School community, because these are the four things that help students be successful in life. Our students need to understand and exercise safe, responsible, respectful and kind 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

	Be Respectful	Be Responsible	Be Safe	Be Kind
Playground	Use Problem Solving Strategies	Use Equipment as Intended	Use hands, feet, and objects without harm	Be a Good Sport
Restroom	Voice Level 0-2	Go, Flush, Wash, Leave Throw Away Trash	Respect Other Students' Privacy	
Cafeteria	Follow Posted Voice Level	Clean Up After Yourself  Get Permission to Get out of Seat	Walk	
Hallway	Follow Posted Voice Level	Carry a Hall Pass Go Directly to Your Destination	Walk on Right	
Assembly	Follow the Voice Level		Stay in Your Own Space	Show Appreciation for



	Expectations of the Presenter  Track the Speaker			the Presenter Appropriately
Bus	Use a 0-2 Voice Level on the Bus  Follow the Directions of the Bus Driver		Remain Seated with “seat to seat and back to back.”  Enter and exit the bus one step at a time	
Bus Loading Zone	Use a 0-2 Voice Level	Keep Materials in Backpack  Wait & Walk in Line	Use hands, feet, and objects without harm	

**TEACHING EXPECTATIONS (1.4)**

The Chief Joseph Elementary School Common Area Lesson Plans are available by clicking [here](#).

Yearly Schedule for Teaching Common Area Expectations

Date
<p><b>August 29- September 2, 2016: Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide.</b></p> <p style="text-align: center;">Monday, August 29th: Cafeteria &amp; Playground Tuesday, August 30th: Hallway &amp; Bathroom</p>
<p><b>January 3-January 6, 2017: Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide.</b></p> <p style="text-align: center;">Tuesday, January 3rd: Cafeteria &amp; Playground Tuesday, August 30th: Hallway &amp; Bathroom</p>
<p><b>April 3-April 6, 2017: Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide.</b></p> <p style="text-align: center;">Monday, April 3rd: Cafeteria &amp; Playground Tuesday, April 4th: Hallway &amp; Bathroom</p>
<p><b>As needed, when indicated by Chief Joseph Elementary School discipline data 2016-17.</b></p>

**Active Supervision**

Active Supervision Protocol for Chief Joseph/Ockley Green School:

1. Arrive and leave on time.
2. Circulate within your area; avoid standing in one place and visiting with other adults.
3. Interact positively with as many students as possible.



4. Scan for potential problems and diffuse them as soon as possible.
5. When a student exhibits behaviors not meeting Chief Joseph/Ockley Green expectations, interact directly to calmly re-teach expectations to that student.

Interactions may include:

- Acknowledgement of student success through:
  - positive interaction
  - supplying student with choice incentive or preferred activity
  - rewarding with “golden ticket”
- Correction and re-teaching:
  - Remind student of the rule
  - Re-teach expectations using positive practice
  - Coach student in Socially Responsible Communication/”Stop, Walk, & Talk”
  - Change student’s environment and coach in problem solving
  - Inform the classroom teacher about the behavior
  - Contact parents
  - Document behavior that continues after multiple redirections

### ***DEFINING MINOR, STAGE 1 REPORTS, 2 AND 3 BEHAVIORS (1.5) AND DISCIPLINE POLICIES (1.6)***

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.

## Introduction

At Chief Joseph Elementary School, we believe that every child can and will succeed academically and behaviorally given conditions that meet their individual needs. We see that the traditional use of punishment in response to misbehavior tends to alienate children from their school community and often escalates or complicates unsuccessful behaviors. It is critical that we explicitly, intentionally and regularly teach, practice and reinforce positive behavioral expectations for all students in every classroom and in the school overall.

Student misbehavior communicates to us about unmet social and emotional needs and also about gaps in social and cognitive skills. Meeting unsuccessful behaviors with compassion and curiosity allows us to understand how to help students learn and find success. While corrective consequences are effective in some circumstances, instructional and restorative responses often allow us to strengthen relationships with students who are struggling while they develop the skills that will lead to success in the future.

It is our responsibility as a school to develop a multi-tiered system of supports for students and to utilize these supports regularly to ensure that all students have access to success. There is stark and ample evidence that our systems of discipline have disproportionately and negatively affected our students of color. In response, we strive to take an active role in righting this injustice and maintaining systems of support and instruction that are equitable for all.





**STAGE 1**

Infrequent- Early/Common Misbehavior-Low Level (Student Stays in Class) Managed by Teacher in the Classroom

<b>BEHAVIORS</b>	<b>TEACHER INTERVENTIONS</b>	<b>DOCUMENTATION</b>
<ul style="list-style-type: none"> <li>● Eye rolling</li> <li>● Out of seat</li> <li>● Pencil tapping</li> <li>● Play fighting</li> <li>● Sucking teeth</li> <li>● Talking too loud</li> <li>● Pushing/ shoving</li> <li>● Excessive talking</li> <li>● Teasing/ put downs</li> <li>● Running</li> <li>● Chewing gum</li> <li>● Mimicking teacher</li> <li>● Off-task behavior</li> <li>● Out of dress code</li> <li>● Tardy to class</li> <li>● Taking others property (minor)</li> <li>● Out of line or space</li> <li>● Telling a staff member “NO”</li> <li>● Students refusing to do work</li> <li>● Not following directions</li> <li>● Bothering/ pestering</li> <li>● Cheating</li> <li>● Minor damage to property</li> <li>● Mild cursing</li> </ul>	<p><b>Consider the context, antecedent, and function of the behavior and implement at least 3 Classroom Interventions, such as:</b></p> <ul style="list-style-type: none"> <li>● Reteach rule</li> <li>● Change seating</li> <li>● Gentle reprimand</li> <li>● Contact Parent/Guardian</li> <li>● Parent/Guardian Conference</li> <li>● Keep in proximity</li> <li>● Private redirection</li> <li>● Meaningful work</li> <li>● Time out (in class or in buddy classroom, no longer than 10 minutes)</li> <li>● Praise for taking responsibility</li> <li>● Positive Practice- Reteach expected behavior</li> <li>● Modify and/or differentiate work</li> <li>● Restorative process</li> <li>● Pre-correct</li> </ul> <p>Additional intervention strategies can be found in the CHAMPS manual and the Teacher’s Encyclopedia of Behavior Management.</p>	<p><b>When interventions are unsuccessful, staff writes a stage one behavior report</b></p> <p><b>STEP 1</b> Fill out <b>Stage One</b> Report in Synergy, referred to homeroom or middle school community teacher. Non-certified staff complete a paper report and give it to homeroom or community teacher.</p> <p><b>STEP 2</b> Parent contacted by certified staff involved, or the homeroom teacher when the behavior of concern is reported by non-certified staff.</p> <p><b>STEP 3</b> Three <b>Stage One</b> Behavior Reports documenting the same repeated behavior may justify a problem solving discussion with PLC or a <b>Stage Two</b> behavior referral.</p>

### STAGE 2

On-Going Behaviors (unresponsive to **Stage One** interventions)-  
Intense/ Significant (Student Stays in Class) Behavior Report that waits for Administrator

BEHAVIORS	TEACHER INTERVENTIONS	DOCUMENTATION
<p><b>Attendance and Punctuality</b></p> <ul style="list-style-type: none"> <li>Loitering</li> <li>Class cutting/leaving without permission</li> <li>Off limits</li> <li>Tardiness</li> <li>Trespassing</li> <li>Truancy</li> </ul> <p><b>Protection of Property</b></p> <ul style="list-style-type: none"> <li>Deliberate misuse of property</li> <li>Gambling</li> <li>Possession/use of stolen property</li> <li>Property Damage</li> <li>Theft</li> </ul> <p><b>Protection of Physical Safety and Mental Well-being</b></p> <ul style="list-style-type: none"> <li>Harassment/ bullying</li> <li>Intimidation</li> </ul> <p><b>Appropriate Learning Environment</b></p> <ul style="list-style-type: none"> <li>Abusive/ profane language</li> <li>Chronic stage one behavior concern                             <ul style="list-style-type: none"> <li>3 <b>Stage One</b> Behavior Forms w/ Interventions</li> </ul> </li> <li>Disruptive conduct                             <ul style="list-style-type: none"> <li>3 <b>Stage One</b> Behavior Reports w/ Interventions</li> </ul> </li> <li>Forgery</li> <li>Inappropriate physical contact not resulting in injury</li> <li>Inappropriate use of technology</li> <li>Indecent (obscene) gesture</li> <li>Interference with school personnel</li> <li>Open defiance                             <ul style="list-style-type: none"> <li>3 <b>Stage One</b> Behavior Forms w/ Interventions</li> </ul> </li> <li>Plagiarism</li> <li>Possession of prohibited item</li> <li>Willful Disobedience</li> </ul>	<p><b>Consider the context, antecedent, and function of the behavior and implement classroom interventions, such as:</b></p> <ul style="list-style-type: none"> <li>Reteach</li> <li>Time out in classroom or buddy classroom</li> <li>Gentle reprimand</li> <li>Private redirection</li> <li>Positive practice</li> <li>Meaningful work with teacher</li> <li>Parent/Guardian conference with teacher</li> <li>Communication with support staff</li> <li>Behavior plan</li> <li>Restorative process</li> </ul> <p>Additional intervention strategies can be found in the CHAMPS manual and the Teacher’s Encyclopedia of Behavior Management.</p> <p>The SIT team will also be conducting regular data reviews in order to identify students who display patterns of unsuccessful behavior in order to provide timely interventions.</p>	<p><b>STEP 1</b> Fill out <b>Stage Two</b> Report in Synergy, referred to administration</p> <p><b>STEP 2</b> Parent contacted by teacher</p> <p><b>STEP 3</b> Administration informs teacher of the corrective response(s) taken</p> <p><b>STEP 4</b> Consider discussing student behavior concern with PLC and a possible referral to SIT</p> <hr/> <p style="text-align: center;"><b>CORRECTIVE RESPONSES</b></p> <hr/> <p><b>Determined by Administrator according to Student Rights and Responsibilities Handbook</b></p> <ul style="list-style-type: none"> <li>Structured recess- monitored by recess Staff</li> <li>Community service</li> <li>Restorative process</li> <li>Increased supervision</li> <li>Student and or Parent conference with administration</li> <li>Behavior Plan</li> </ul>



### STAGE 3

#### Immediate Administrator Assistance

BEHAVIORS	TEACHER INTERVENTIONS	CORRECTIVE RESPONSES
<p><b>Protection of Property</b></p> <ul style="list-style-type: none"> <li>● Arson or attempted arson</li> <li>● Bomb Threat</li> <li>● Burglary</li> <li>● False fire alarm</li> <li>● Property damage: Major</li> <li>● Theft: Major</li> </ul> <p><b>Protection of Physical Safety and Mental Well-being</b></p> <ul style="list-style-type: none"> <li>● Alcohol and Drug – use and/or possession</li> <li>● Assault/menacing</li> <li>● Inappropriate physical contact resulting in injury</li> <li>● Extortion</li> <li>● Fighting</li> <li>● Firecrackers/explosives</li> <li>● Gang identifier</li> <li>● Harassment: sexual</li> <li>● Indecent exposure</li> <li>● Robbery</li> <li>● Threat of violence</li> <li>● Tobacco: use and/or possession</li> <li>● Weapon: dangerous, deadly, firearm, simulated, possession, use, threat with weapon</li> </ul>	<p>Teacher immediately reports behavior to administration. Student is removed from classroom to address concern.</p> <p>Discuss student behavior concern with PLC and refer to SIT</p>	<p><b>Determined by Administrator according to Student Rights and Responsibilities Handbook</b></p> <p>Staff will be communicated with ASAP by e-mail or in person regarding the corrective response</p> <ul style="list-style-type: none"> <li>● Restorative Process</li> <li>● Major Suspension Program</li> <li>● FBA/ Behavior Support Plan</li> <li>● Student Success Center</li> <li>● Safety Plan</li> <li>● Suspensions/Temporary Exclusion</li> <li>● Expulsion/Delayed Expulsion</li> <li>● Mandatory Expulsion</li> </ul>

(Student is immediately removed from the classroom)

### **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"> <li>● CRPBIS</li> <li>● RJ Practices</li> <li>● Racial Equity</li> <li>● School Climate Handbook/TFI/Action Plan</li> </ul>	



	<ul style="list-style-type: none"> <li>Classroom Management Plans</li> </ul>	
<b>September</b>	Classroom Management Plans <ul style="list-style-type: none"> <li>STOIC</li> <li>Using Community Circle to create Classroom Community</li> <li>Using Children’s Literature in Community Circles</li> </ul>	
<b>October</b>		
<b>November</b>	<ul style="list-style-type: none"> <li>SIT Process</li> </ul>	
<b>December</b>		
<b>January</b>	1/9/17 <ul style="list-style-type: none"> <li>Update on TFI &amp; Action Plan (Tier I Practices)</li> <li>Discipline Data Review</li> </ul>	
<b>February</b>		
<b>March</b>		
<b>April</b>		
<b>May</b>	5/8/17 <ul style="list-style-type: none"> <li>Update on TFI &amp; Action Plan</li> <li>Discipline Data Review</li> </ul>	
<b>June</b>		

### ***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. PD time is provided in the first two weeks of school to complete classroom management plans.

The Classroom Management Plan template, covers the essential feature of effective classroom management: Structure, teaching expectations, acknowledging positive behaviors, correcting misbehaviors.

### **Guest Teacher Support System**

Teachers will be provided with a template for guest teacher protocols.

#### **Before absence**

1. Review ***Guest Teacher Expectations*** with students.
2. Sub lesson plans need to be thought out so students can work independently with extra practice or extension activities built in for students who finish early. Plans need to be detailed, easy to follow, and include accommodations/modification for special needs students.
3. Plan for incentives/rewards for students who meet expectations, double value “Golden Tickets will be supplied by office staff.

#### **During absence**



1. Principal delivers **Golden Tickets**, and checks in w/guest teacher twice during the day.

#### **After absence**

1. Teacher reviews notes, and debriefs substitute during class meeting, taking care to acknowledge positive behavior and choices.
2. Teacher may choose to follow up with an office referral, if a particular student engaged in level 2/3 behavior.

### **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:

- Golden Tickets are given by all teaching staff to students .
- Used to reinforce classroom and school-wide expectations and values.
- Schoolwide systems:
  - Golden Tickets allow students to enter a drawing for items.
  - Golden Awards Assembly acknowledge classrooms that are being Respectful, Responsible, Safe, and Kind in the Common Areas
- Feedback from students is gained through focus group and student council.

#### **Acknowledgement Matrix**

<b>Type</b>	<b>What</b>	<b>When/Where</b>	<b>Who Gives Them?</b>
<b>Immediate/ High frequency</b>	Kids: Golden Tickets <b>Adults:</b> TBD	Classroom & Common areas	All Staff
<b>Redemption of immediate/ High Frequency</b>	Kids: K-3 Friday Drawings <b>Adults:</b> TBD	Friday/Cafeteria	
<b>Long term SW Celebrations</b>	Golden Awards Assembly <b>Adults:</b> TBD	Kids: 9/21 10/19 11/17 1/18 2/15 3/15 4/19 5/17 <b>Adults:</b> TBD	Teachers, Cafeteria duty staff



***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
9/12/16		
1/9/17		
5/8/17		

***PLAN FOR FAMILY, STUDENT AND COMMUNITY INVOLVEMENT (1.11)*****Schedule for family involvement activities**

Date	Topic & Group	Activities	Organizer
8/30/16	Kindergarten Social	Family engagement, entertainment, food	Amber
9/22/16	Back to School Night	Visiting classrooms and meeting teaching and support staff	
9/23/16	Parent Coffee	Share information about programming and school vision and receive feedback	
9/30/16	Family Movie Night		PTO
10/21/16	Parent Coffee	TBD	
10/28/16	Harvest Festival		PTO
11/9/16- 11/10/16	Parent-Teacher Conferences	Students and parents receive academic feedback from teaching and support staff	
12/2/16	Winter Festival		PTO
12/ 16/16	Parent Coffee	Share information about programming and receive feedback	
1/20/17	Parent Coffee	Share information about programming and receive feedback	
1/26/17	Family BINGO & Potluck		PTO
2/2/17	Multicultural Night		Special Events Team
2/17/17	Parent Coffee	Share information about programming and receive feedback	
2/24/17	Storybook Costume Party		PTO
3/2/17	Storybook Parade		



<b>3/17/17</b>	Parent Coffee	Share information about programming and receive feedback	
<b>4/6/17</b>	Sock Hop		PTO
<b>4/18/17</b>	STEAM Night	STEAM focused activities for students and families	Special Events Team
<b>4/21/17</b>	Parent Coffee	Share information about programming and receive feedback	
<b>5/19/17</b>	Parent Coffee	Share information about programming and receive feedback	
<b>5/30/17</b>	Volunteer Appreciation Tea		
<b>6/2/17</b>	End of the Year Celebration		PTO
<b>6/7/17</b>	Incoming Kindergarten Social		

## Plan for Student Involvement

### Chief Joseph Elementary School New Student/Family Plan

## TIER I EVALUATION

### Evaluation of the Effects and Fidelity of the School Climate Practices

#### **DISCIPLINE DATA (1.12)**

**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*

- Spring 2016
  - Tier 1: 67%
  - Tier 2: 58%
  - Tier 3:

**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 2-4)
- Reviewed by School Climate Team and shared with staff, students, and families. Used to monitor and adjust climate initiatives.

#### *Recent SCS data*

- 2016-17:



**School Climate Action Plan (TFI):** The most current Climate (TFI) Action Plan for Chief Joseph Elementary School can be found [here](#).



# Appendix

**School: Chief Joseph/ Ockley Green School Climate (TFI) Action Plan**

**Date: 3/29/16**

The current Climate (TFI) Action Plan for Chief Joseph/ Ockley Green can be found [here](#).

