
CHIEF JOSEPH ELEMENTARY SCHOOL School Climate Handbook

CHIEF JOSEPH ELEMENTARY

Safe

Responsible

Respectful

Kind

2017-18

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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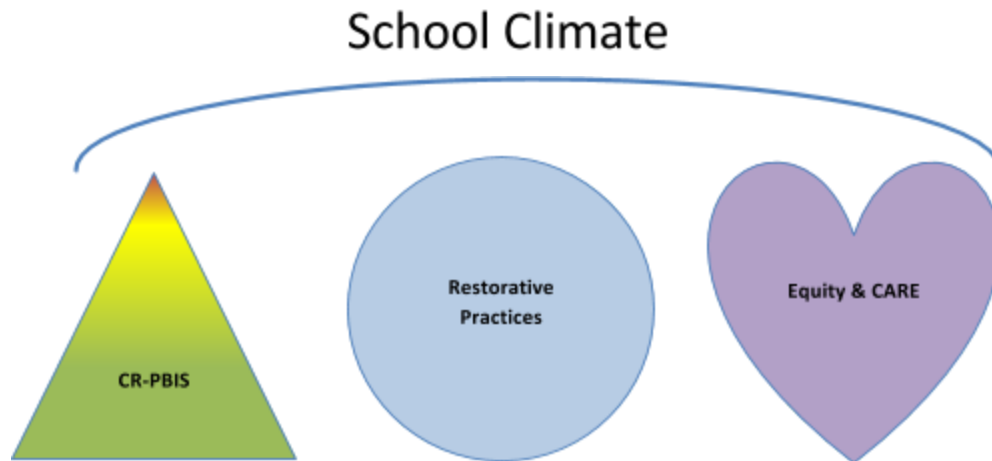
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WHAT IS SCHOOL CLIMATE?

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. Preventative community building practices create a strong basis for classroom management.

Restorative Inquiry is an essential restorative practice and used in response to rising conflict. 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 Collaborative Action Research for Equity (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. During the 2017-18 school year, we will be implementing CARE school wide.

“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 Jennifer Whitaker Jennifer Lopez	Minute Taker
Coaching Expertise	Amber Gerber	
Knowledge of Academic/Behavioral Patterns	Amber Gerber Lynn Spiers Jennifer Lopez	
Knowledge of School Operations/Programs	Margaret Earl Gabri Pinder Allison Shutt	

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

Climate Team Meeting Schedule

You can access the PD calendar [here](#).

Climate Team Meeting Notes can be found in the CJ Team Drive under the Climate Team Folder.

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, lesson objectives, 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 Sit on your Bottom with Feet Under the Table	
Hallway	Follow Posted Voice Level	Carry a Hall Pass Go Directly to Your Destination	Walk on Right	
Assembly	Follow the Voice Level Expectations of the		Stay in Your Own Space	Show Appreciation for the Presenter



	Presenter Track the Speaker			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](#).

4th and 5th grade students will teach common area expectations based on the following schedule.

Date

September 12-14, 2017: Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide.

Tuesday, September 19

Area (Taught By)	9:00-9:10	9:15-9:25	9:30-9:40	9:45-9:55
Playground (Echange)	3A	3B	3C	
Playstructure (Stro)	3B	3C	3A	
Cafeteria (Michels)	3C	3A	3B	
Hallway 1 (Lumbreras 1)	2A	1A	5B	
Hallway 2 (Lumbreras 2)	2B	1B		
Hallway 3 (Lumbreras 3)	2C	1C		



Bathroom 1 (TBA 1)	1A	2A		5A
Bathroom 2 (TBA 2)	1B	2B		
Bathroom 3 (TBA 3)	1C	2C		

Wednesday September 20, 2017

Area (Taught By)	9:00-9:10	9:15-9:25	9:30-9:40	9:55-10:05	10:10-10:20	10:25-10:35
Playground (Echange)	1A	1B	1C	2A	2B	2C
Playstructure (Stro)	1B	1C	1A	2B	2C	2A
Cafeteria (Michels)	1C	1A	1B	2C	2A	2B
Hallway 1 (Lumbreras 1)	3A	4A	3A	4A	KA	
Hallway 2 (Lumbreras 2)	3B	4B	3B	4B	KB	
Hallway 3 (Lumbreras 3)	3C	4C	3C	4C	KC	
Bathroom 1 (TBA 1)		3A	KA	3A		
Bathroom 2 (TBA 2)		3B	KB	3B		
Bathroom 3 (TBA 3)		3C	KC	3C		

Thursday, September 21

Area (Taught By)	9:00-9:10	9:15-9:25	9:30-9:40
Playground (Echange)	K1	K2	K3
Playstructure	K2	K3	K1



(Stro)			
Cafeteria (Michels)	K3	K1	K2
<p>January 3-5, 2018: Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide.</p> <p>Follow same schedule as above.</p>			
<p>April 3-5, 2018: Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide.</p> <p>Follow same schedule as above.</p>			
<p>As needed, when indicated by Chief Joseph Elementary School discipline data.</p>			

Active Supervision

Active Supervision Protocol for Chief Joseph School:

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

BEHAVIORS	TEACHER INTERVENTIONS	DOCUMENTATION
<ul style="list-style-type: none"> ● Eye rolling ● Out of seat ● Pencil tapping ● Play fighting ● Sucking teeth ● Talking too loud ● Pushing/ shoving ● Excessive talking ● Teasing/ put downs ● Running ● Chewing gum ● Mimicking teacher ● Off-task behavior ● Out of dress code ● Tardy to class ● Taking others property (minor) ● Out of line or space ● Telling a staff member “NO” ● Students refusing to do work ● Not following directions ● Bothering/ pestering ● Cheating ● Minor damage to property ● Mild cursing 	<p>Consider the context, antecedent, and function of the behavior and implement at least 3 Classroom Interventions, such as:</p> <ul style="list-style-type: none"> ● Reteach rule ● Change seating ● Gentle reprimand ● Contact Parent/Guardian ● Parent/Guardian Conference ● Keep in proximity ● Private redirection ● Meaningful work ● Time out (in class or in buddy classroom, no longer than 10 minutes) ● Praise for taking responsibility ● Positive Practice- Reteach expected behavior ● Modify and/or differentiate work ● Restorative process ● Pre-correct <p>Additional intervention strategies can be found in the CHAMPS manual and the Teacher’s Encyclopedia of Behavior Management.</p>	<p>When interventions are unsuccessful, staff writes a stage one behavior report</p> <p>STEP 1 Fill out Stage One 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>STEP 2 Parent contacted by certified staff involved, or the homeroom teacher when the behavior of concern is reported by non-certified staff.</p> <p>STEP 3 For chronic behavior, complete Stage Two Report in Synergy, and PLC Student Intervention Problem Solving Form. If multiple interventions are unsuccessful, refer to SIT.</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>Attendance and Punctuality</p> <ul style="list-style-type: none"> Loitering Class cutting/leaving without permission Off limits Tardiness Trespassing Truancy <p>Protection of Property</p> <ul style="list-style-type: none"> Deliberate misuse of property Gambling Possession/use of stolen property Property Damage Theft <p>Protection of Physical Safety and Mental Well-being</p> <ul style="list-style-type: none"> Harassment/ bullying Intimidation <p>Appropriate Learning Environment</p> <ul style="list-style-type: none"> Abusive/ profane language Chronic stage one behavior concern <ul style="list-style-type: none"> 3 Stage One Behavior Forms w/ Interventions Disruptive conduct <ul style="list-style-type: none"> 3 Stage One Behavior Reports w/ Interventions Forgery Inappropriate physical contact not resulting in injury Inappropriate use of technology Indecent (obscene) gesture Interference with school personnel Open defiance <ul style="list-style-type: none"> 3 Stage One Behavior Forms w/ Interventions Plagiarism Possession of prohibited item Willful Disobedience 	<p>Consider the context, antecedent, and function of the behavior and implement classroom interventions, such as:</p> <ul style="list-style-type: none"> Reteach Time out in classroom or buddy classroom Gentle reprimand Private redirection Positive practice Meaningful work with teacher Parent/Guardian conference with teacher Communication with support staff Behavior plan Restorative process <p>For chronic behavior, complete PLC Student Intervention Problem Solving Form. If multiple interventions are unsuccessful, refer to SIT.</p> <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 recommend timely interventions.</p>	<p>STEP 1 Fill out Stage Two Report in Synergy, referred to administration</p> <p>STEP 2 Parent contacted by teacher</p> <p>STEP 3 Administration informs teacher of the corrective response(s) taken</p> <p>STEP 4 Consider discussing student behavior concern with PLC and a possible referral to SIT</p> <hr/> <p style="text-align: center;">CORRECTIVE RESPONSES</p> <hr/> <p>Determined by Administrator according to Student Rights and Responsibilities Handbook</p> <ul style="list-style-type: none"> Structured recess- monitored by recess Staff Community service Restorative process Increased supervision Student and or Parent conference with administration Behavior Plan



STAGE 3

Immediate Administrator Assistance

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

(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 28	School climate orientation: First 2 weeks= Community Building & Structures <ul style="list-style-type: none"> ● Data Review ● CRPBIS <ul style="list-style-type: none"> ○ STOIC self-assessment ○ 4B & CHAMPs Posters ● RJ Practices/Community Circle <ul style="list-style-type: none"> ○ 1st 2 weeks: Every day ○ Minimum of once a week after that. ● School Climate Handbook <ul style="list-style-type: none"> ○ Review Sections 1.4-1.6 ● Classroom Management Plans <ul style="list-style-type: none"> ○ Review/Revise ○ Incentive Plan ○ Menu of Consequences 	
September 11	School Climate Classroom Management Plans <ul style="list-style-type: none"> ● STOIC ● Using Community Circle to create Classroom Community Acknowledging Appropriate Behaviors <ul style="list-style-type: none"> ● Golden Tickets <ul style="list-style-type: none"> ○ Adding Store for grades 3-5 ● Golden Awards Assemblies <ul style="list-style-type: none"> ○ Sign up for 2 presentations ○ Children’s Literature that Address SEL & Behavior Equity Hammond: Building Awareness & Knowledge (Ch. 1 & 2) <ul style="list-style-type: none"> ● Climbing Out of the Gap ● What’s Culture Got to Do with It? 	
September 20?		
October 9	School Climate PLC Student Intervention Problem Solving SIT Request for Assistance	
Oct 18?	Equity PD Hammond: Building Awareness & Knowledge (Ch. 3) <ul style="list-style-type: none"> ● This Is Your Brain on Culture 	
November 14	School Climate Disaggregated Data Review	



December 11	School Climate STOIC Walk Through Review Classroom Management Plans Winter Station Rotations	
December 13?	Equity PD Hammond: Building Awareness and Knowledge (Ch. 4) <ul style="list-style-type: none"> • Preparing to Be a Culturally Responsive Practitioner 	
January 17?	School Climate Equity PD Hammond: Building Learning Partnerships (Ch. 5) <ul style="list-style-type: none"> • Building the Foundation of Learning Partnerships 	
February 12 February 21?	School Climate Disaggregated Data Review Equity PD Hammond: Building Learning Partnerships (Ch. 6) <ul style="list-style-type: none"> • Establishing Alliance in the Learning Partnership 	
March March 21?	School Climate Equity PD Hammond: Building Learning Partnerships (Ch.7) <ul style="list-style-type: none"> • Shifting Academic Mindset in the Learning Partnership 	
April April 18?	School Climate Equity PD Hammond: Building Intellectual Capacity (Ch. 8) <ul style="list-style-type: none"> • Information Processing to Build Intellectual Capacity 	
May 7 May 16?	School Climate Review School Climate Plan Disaggregated Data Review Equity PD Hammond: Building Intellectual Capacity (Ch. 8) <ul style="list-style-type: none"> • Creating a Culturally Responsive Community for Learning 	
June		

CLASSROOM PROCEDURES (1.8)

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 (K-2)
 - Golden Tickets redeemed at School Store, ran by Student Council (3-5)
 - Golden Awards Assembly acknowledge classrooms that are being Respectful, Responsible, Safe, and Kind in the Common Areas
 - Poster describing trait of the month in every Golden Award Area
 - Take a picture of classes receiving award for main hall bulletin and classroom door
 - Each class will sign up to present the trait of the month (posters, skits, songs, etc.) at 2 assemblies per year.
- Feedback from students is gained through focus group and student council.

Acknowledgement Matrix

Type	What	When/Where	Who Gives Them?
------	------	------------	-----------------



Immediate/ High frequency	Kids: Golden Tickets Adults: TBD	Classroom & Common areas	All Staff
Redemption of immediate/ High Frequency	Kids: <ul style="list-style-type: none"> • K-2 Friday Drawings • 3-5 Friday Student Store Adults: TBD	Friday/Cafeteria	Amber & Lynn
Long term SW Celebrations	Kids: Golden Awards Assembly Adults: TBD	Kids: Monthly Adults: TBD	Teachers, 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
10/2/17	DIBELS, easyCBM, SBAC, Discipline	
11/14/17	Discipline	
2/12/17	DIBELS, easyCBM, SBAC, Discipline	
5/8/18	DIBELS, easyCBM, SBAC, Discipline	

PLAN FOR FAMILY, STUDENT AND COMMUNITY INVOLVEMENT (1.11)

Schedule for family involvement activities

Date	Topic & Group	Activities	Organizer
8/31/17	Kindergarten Social	Family engagement, entertainment, food	Amber
9/21/17	Back to School Night	Visiting classrooms and meeting teaching and support staff	
9/15/17	Principal's Coffee Coffee	Share information about programming and school vision and receive feedback	
TBD	Family Movie Night		PTO
10/20/17	Principal's Coffee	TBD	
TBD	Harvest Festival		PTO
11/8/17- 11/9/17	Parent-Teacher Conferences	Students and parents receive academic feedback from teaching and support staff	
11/17/17	Principal's Coffee		



TBD	Winter Festival		PTO
1/19/18	Principal's Coffee	Share information about programming and receive feedback	
TBD	Family BINGO & Potluck		PTO
2/8/18	Multicultural Night		Special Events Team
2/16/18	Principal's Coffee	Share information about programming and receive feedback	
TBD	Storybook Costume Party		PTO
3/2/18	Storybook Parade		
3/16/18	Principal's Coffee	Share information about programming and receive feedback	
TBD	Sock Hop		PTO
4/26/18	STEAM Night	STEAM focused activities for students and families	Special Events Team
4/20/18	Principal's Coffee	Share information about programming and receive feedback	
5/18/18	Principal's Coffee	Share information about programming and receive feedback	
5/31/18	Volunteer Appreciation Tea		
TBD	End of the Year Celebration		PTO
6/7/18	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

- March 2017
 - Tier 1: 87%
 - Tier 2:
 - 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](#).

