
CHIEF JOSEPH ELEMENTARY SCHOOL School Climate Handbook

CHIEF JOSEPH ELEMENTARY

Safe

Responsible

Respectful

Kind

2018-19

A strong, diverse and respectful community where we make learning creative and fun!

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

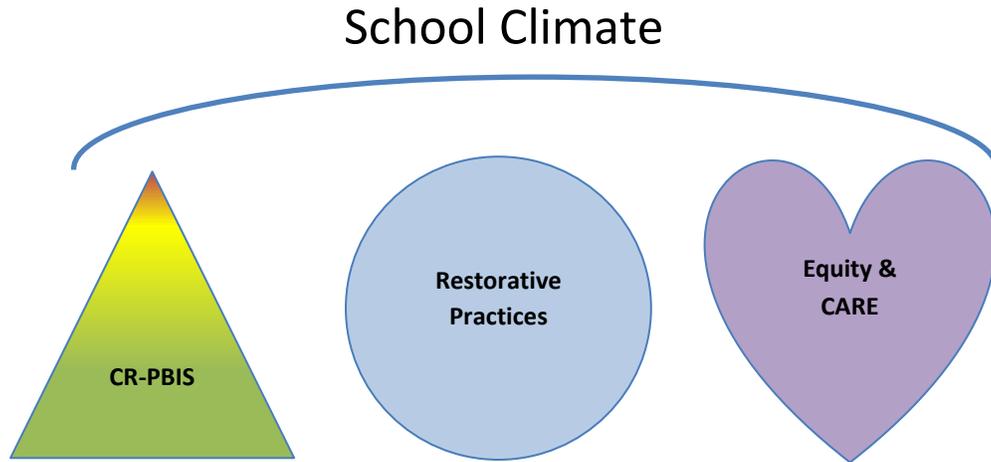
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WHAT IS SCHOOL CLIMATE?

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, Tier 1 Coordinator)
Coordinator	Jennifer Whitaker	Meeting Facilitator
Administrator	Amber Gerber	Data Analyst, Back-up Note Taker
Family Member		
Behavioral Expertise	Rose Michels Lynn Spiers Jennifer Lopez	Minute Taker, Back-up Facilitator
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 Presenter		Stay in Your Own Space	Show Appreciation for the Presenter Appropriately

	Track the Speaker			
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	

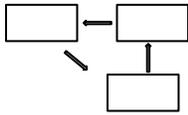
TEACHING EXPECTATIONS (1.4)

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

Date 27th & 28th

Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide.

At the time indicated below, show up to the station you are assigned. From there, you will rotate through the other sessions.



Monday, August 27

Station		9:30-10:00	10:00-10:30	10:30-11:00	11:00-11:30
Play Structure	Hall/Gerber	Martinez	Nguyen	Ferguson	Badger
Playground	Earl/Spiers	Pearson	Michels	Shutt	
Cafeteria	Whitaker/Schrepping	Stro	Wolfe	Janson	Peake

Tuesday, August 28

Station		9:00-9:20	9:20-9:40	1:00-1:20	1:20-1:40	1:40-2:00	2:20-2:40
Bathroom (3-5)	Spiers			Michels	Nguyen	Martinez	Badger
Hallway (rm 10)	Whitaker			Wolfe	Stro	Pearson	
Bathroom (1-2)	Gerber	Janson	Ferguson				
Hallway (library)	Holm	Peake	Shutt				

Kindergarten				
Tuesday, September 4	10:00-10:30	Wednesday, September 5	10:00-10:20	10:20-10:40
Play Structure (G)	Brislin	Bathroom (K) (S)	Brislin	Pinder
Playground (S)	Larsen	Hallway (Library) (W)	Larsen	
Cafeteria (W)	Pinder			
<p>January 2-3, 2019: Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide. Student Leadership students will provide instruction, supported by staff.</p> <p>Schedule TBD</p>				
<p>April 1-2, 2019: Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide. Student Leadership students will provide instruction, supported by staff.</p> <p>Schedule TBD</p>				
<p>As needed, when indicated by Chief Joseph Elementary School discipline data.</p>				

Active Supervision

Active Supervision Protocol for Chief Joseph Elementary 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 Elementary 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 for Minor Misbehavior
 - Step 1
 - Reteach
 - Gentle Reminder
 - Positive Practice
 - Coach Socially Responsible Communication: “Stop, Walk, & Talk”
 - Step 2
 - Timeout/Proximity
 - 2-3 min (K-1)
 - 3-5 min (2-4)
 - Walk perimeter
 - Step 3
 - Document w/ Stage 1 Referral
 - Give to teacher
 - Teachers: Contact Parents

- Serious Misbehavior
 - Separate students
 - Keep in proximity
 - Contact Ms. Whitaker

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.

Proactive and Inclusive Practices

Staff build a learning community by:

- Intersecting and integrating Restorative Justice practices, PBIS, and Equity.
- Creating community agreements with input from students that are posted and referred to regularly
- Greeting students at the door during transitions to have a positive initial interaction
- Holding restorative/community building circles and activities regularly so students feel connected to the learning environment and each other
- Welcome students back when they return from a needed break outside the classroom
- Building positive relationships with students by connecting and checking in about life outside of school
- Finding ways to make the curriculum relevant to students' lives (through their culture, language, interests, etc.) when appropriate
- Explicitly teaching and clarifying school/classroom/activity behaviors you expect students to demonstrate throughout the lesson
- Acknowledging and reinforcing on-task behaviors by distributing compliments or through other incentives/positive interactions
- Providing leadership opportunities for students by assuming classroom responsibilities to become positive role-models)
- Developing classroom routines and rituals and sticking with them
- Providing opportunities for students to listen to each other
- Avoiding power struggles (keep voice at neutral, restate expectations positively, maintain high expectations, provide choices instead of ultimatums when appropriate, redirect problematic behaviors privately, and provide students with the time and space to redirect themselves)
- Looking for opportunities where students can contribute and make choices in the curriculum when appropriate.
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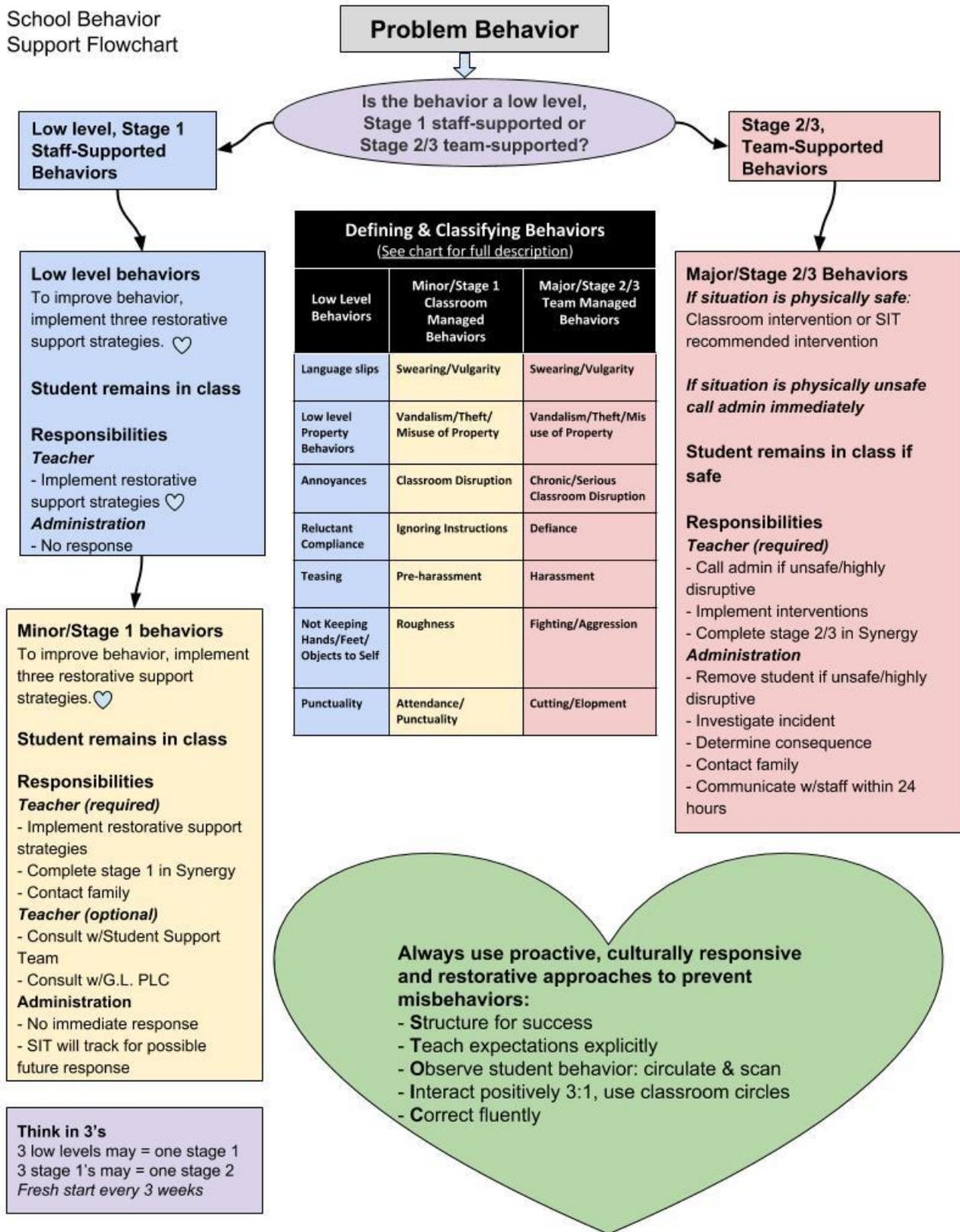
Defining & Classifying Behaviors (1.5)		
<p>Low Level Behaviors Behaviors are handled on the spot using simple redirections, support strategies and teachable moments (Repeated minor: teacher check-in with parent & review cum)</p>	<p>Minor/Stage 1 Staff Supported Behaviors PPS Stage 1 report used (Teacher must make contact with parent by phone, voice mail, email or in person.)</p>	<p>Major/Stage 2/3 Team Supported Behaviors Office referrals: Administrator will contact the parent. Teacher must make follow up contact by phone or in person with parent within 24-48 hours.</p>
<p>Language</p> <ul style="list-style-type: none"> • Language “slips” • Inappropriate non swearing language • Student repeats language but doesn’t understand its meaning 	<p>Swearing/Vulgarity (written/spoken) <i>Mild Cursing</i></p> <ul style="list-style-type: none"> • Chronic use of swear words • Use of obscene hand gestures • Minor suggestive/sexual talk 	<p>Swearing/Vulgarity (written/spoken) <i>Indecent Gesture</i> <i>Language, Abusive/Profane</i></p> <ul style="list-style-type: none"> • Use of swear words directed at others • Repeated of obscene/offensive hand gestures • Repeated or explicit/offensive sexual talk
<p>Vandalism/Theft/Misuse of Property</p> <ul style="list-style-type: none"> • Careless accident • Climbing on bathroom stalls, throwing paper towels • Teasingly taking others possessions 	<p>Vandalism/Theft/Misuse of Property <i>Damaging Property</i> <i>Taking Others Property</i></p> <ul style="list-style-type: none"> • Thoughtlessly damaging property –can be easily fixed w/ little time or no cost • Taking other’s possessions without intent to be hurtful to anyone else. 	<p>Vandalism/Theft/Misuse of Property <i>Technology, Use Violation</i> <i>Theft-Minor or Major</i> <i>Possession of Stolen Property</i> <i>Property Damage-Minor or Major</i></p> <ul style="list-style-type: none"> • Taking others possessions to keep • Purposefully damaging property- may be timely or costly to fix
<p>Annoyances</p> <ul style="list-style-type: none"> • Lack of focus • Noise making and/or talking • Out of seat • Cutting in line 	<p>Classroom Disruption <i>Talking too loudly</i> <i>Excessive Talking</i> <i>Bothering Pestering</i> <i>Mild Defiance or Not Following Directions</i></p> <ul style="list-style-type: none"> • Repeatedly off task, calling out that interrupts learning • Repeatedly interrupting others while working • Argumentative to peers and adults 	<p>Chronic/Serious Classroom Disruption <i>Disruptive Conduct</i> <i>Off Limits</i></p> <ul style="list-style-type: none"> • Disruptions where area or room needs to be cleared
<p>Reluctant Compliance</p> <ul style="list-style-type: none"> • Initially resisting or ignoring directions 	<p>Ignoring Instructions <i>Mild Defiance</i> <i>Not Following Directions</i></p> <ul style="list-style-type: none"> • Repeatedly and intentionally ignoring reasonable requests • Significant talk back 	<p>Defiance <i>Insubordination/Defiance/Disobedience</i></p> <ul style="list-style-type: none"> • More aggressive body and/or verbal language • Chronically ignoring reasonable requests from any and all staff members
<p>Teasing</p> <ul style="list-style-type: none"> • Altering names • Annoying on purpose: bugging • Doesn’t care if it hurts others feelings 	<p>Pre-harassment <i>Teasing/Putdowns</i> <i>Bothering/Pestering</i></p> <ul style="list-style-type: none"> • “Put Downs” or “roasts” • Threatening stares • Mean-spirited teasing • Personal verbal attacks 	<p>Harassment <i>Harassment/Bullying</i> <i>Extortion</i> <i>Language, Abusive/Profane</i></p> <ul style="list-style-type: none"> • Documented patterns of “put downs,” “roasts,” or personal attacks • Threats/extortions • Ethnic/racist, sexist, disability related, sexual orientation or religious based remarks
<p>Not Keeping Hands/Feet/Objects to Self</p> <ul style="list-style-type: none"> • Poking or pushing • Pinching, jostling • Throwing class materials • Dunking • Retaliating as above 	<p>Roughness <i>Play Fighting</i></p> <ul style="list-style-type: none"> • Play wrestling, body holds, light kicking, light hitting, shoving • Pre-fighting: aggressive posturing and/or pushing • Throwing class materials at another student • Anywhere within school building 	<p>Fighting/Aggression <i>Threat Causing Fear of Harm</i> <i>Physical Attack/Harm</i> <i>Physical Contact-Inappropriate</i></p> <ul style="list-style-type: none"> • Hitting/kicking/punching/ pushing with the intent to seriously harm • Encouraging another to fight • Throwing class materials to harm others • Repeated play fighting in inappropriate time and place
<p>Punctuality</p> <ul style="list-style-type: none"> • Late to class (up to 5 min) • Leaves class without permission once 	<p>Attendance & Punctuality <i>Not Following Directions/Running</i></p> <ul style="list-style-type: none"> • Repeatedly late to class 	<p>Cutting/Elopement <i>Tardiness/Class Cutting</i></p> <ul style="list-style-type: none"> • Leaving campus without permission

<ul style="list-style-type: none"> • Skipping class 	<ul style="list-style-type: none"> • Repeatedly (3 to 4 times in 3 week period) leaving class without permission • Repeated skipping of class (3 to 4 times in 3 week period) 	<ul style="list-style-type: none"> • Chronic skipping of class (3 to 4 times in same week)
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Responding to Behaviors			
	Low Level Behaviors	Minor/Stage 1 Classroom Managed Behaviors	Major/Stage 2/3 Office Managed Behaviors
Teacher	Behaviors are handled on the spot using simple redirections, intervention strategies and teachable moments (Repeated minor- teacher check-in with parent & team, admin) <ul style="list-style-type: none"> • Student stay in class • No documentation for behavior outside of classroom, lunch, or recess systems • Document parent contact (paper or synergy) 	PPS Stage 1 Synergy referral used, and if applicable Partner Class Reset . (Teacher makes contact with parent by phone, voice mail, email or in person, document parent contact, paper or Synergy) <ul style="list-style-type: none"> • May include *chronic, repeated low level behaviors • Enter incident in Synergy (refer to Administrator) • No immediate involvement by Admin 	PPS Stage 2/3 referral used along with Repair session with admin. First parent contact is made by teacher or Admin (as discussed and/or appropriate). Teacher makes follow up contact with parent as necessary and documents it in Synergy. <ul style="list-style-type: none"> • May include *chronic, documented Stage 1 misbehaviors • Student goes to office for extreme/unsafe behaviors
Student	<ul style="list-style-type: none"> • Acknowledgement of expected behaviors • Reteach rule • Gentle reprimand • Keep in proximity • Pre-correction • Private redirection • Sensitive use of humor • Praise for taking responsibility • Identify replacement behavior • Modify/differentiate work 	<ul style="list-style-type: none"> • Classroom behavior contract (not SIT) • Class circle/community meeting 	<ul style="list-style-type: none"> • SIT Process & Tier II Interventions <ul style="list-style-type: none"> ○ Daily Progress Report/Behavior Plan ○ Counselor check-in/check-out ○ Mentor at school/check and connect ○ Breaks are Better ○ Social Skills groups • Motivating Success Through Partnership <ul style="list-style-type: none"> ○ Safety plan • Determined by Administrator according to Student Rights and Responsibilities Handbook
	<ul style="list-style-type: none"> • Restorative inquiry and dialogue • Change seating • Family contact • Time out (in-class) • Loss of privilege • Active but restricted recess/activities (ex: “walk the perimeter”) to provide an opportunity for reflection • Informal behavior contract 	<ul style="list-style-type: none"> • Repair Reflection • Restorative inquiry and conversation with student(s) involved followed by tangible repairing of harm • Time out/Partner Class Reset with (out of class- less than 15 minutes) • Parent contact and documentation • Structured or restricted recess • Loss of privilege/time out • MYP after-school Repair session 	<ul style="list-style-type: none"> • Repair session with Admin and Admin parent communication • Admin follow-up with staff • Class circle/community meeting • Restorative Community Service • Loss of privilege • In-school Suspension • Consequence determined by Administrator according to Student Rights and Responsibilities Handbook



School Behavior Support Flowchart



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/SMS/Counselor 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-3)
 - Golden Tickets redeemed at School Store, ran by Student Leadership (4-5)

- o 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-3 Friday Drawings • 4-5 Friday Student Store Adults: TBD	Friday/Cafeteria	Spiers & Whitaker
Long term SW Celebrations	Kids: Golden Awards Assembly Fun Friday Adults: TBD	Kids: Monthly Weekly 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
9/25/18	DIBELS, easyCBM, SBAC, Discipline	
1/29/19	DIBELS, easyCBM, SBAC, Discipline	
5/14/19	DIBELS, easyCBM, SBAC, Discipline	

PLAN FOR FAMILY, STUDENT AND COMMUNITY INVOLVEMENT (1.11)

Schedule for family involvement activities

Date	Topic & Group	Activities	Organizer
8/28/18	Kindergarten Social	Family engagement, entertainment, food	Amber
9/18/18	Back to School Night	Visiting classrooms and meeting teaching and support staff	
9/21/18	Principal’s Coffee	Share information about programming and school vision and receive feedback	
10/19/18	Principal’s Coffee	TBD	

10/26/18	Harvest Festival		PTO
11/19/18-11/20/18	Parent-Teacher Conferences	Students and parents receive academic feedback from teaching and support staff	
11/16/18	Principal’s Coffee		
1/18/19	Principal’s Coffee	Share information about programming and receive feedback	
2/13/19	Multicultural Night	Share information about programming and receive feedback	Climate Team
2/15/19	Principal’s Coffee		
3/1/19	Storybook Parade		
3/15/19	Principal’s Coffee	Share information about programming and receive feedback	
4/18/19	STEAM Night	STEAM focused activities for students and families	
4/19/19	Principal’s Coffee	Share information about programming and receive feedback	
5/17/19	Principal’s Coffee	Share information about programming and receive feedback	
5/30/19	Volunteer Appreciation Tea		
6/6/19	Incoming Kindergarten Social		

Plan for Student Involvement

4th and 5th grade students are invited to participate in one of three leadership opportunities:

1. Jr. Coaches: Encourage a Respectful, Responsible, Safe, and Kind playground by leading games and encouraging positive interactions.
2. Leadership: Be a part of running assemblies, Fun Friday, Rotation Stations, and provide feedback on the School Climate Plan.
3. Safety Patrol: Help other students get to school safely by manning the cross walks.

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

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 School Climate (TFI) Action Plan

Date: 3/29/16

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