
CHIEF JOSEPH ELEMENTARY SCHOOL School Climate Handbook

CHIEF JOSEPH ELEMENTARY

Safe

Responsible

Respectful

Kind

2021-22

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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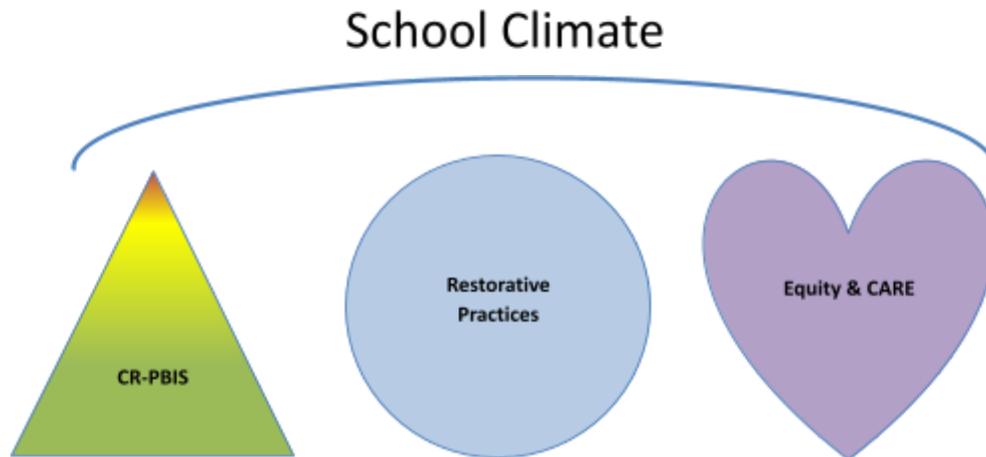
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WHAT IS SCHOOL CLIMATE?

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 and classroom are 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. Refer to Page 8 for Procedures, guidance and questions.

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 include eliminating racial disproportionality in exclusionary discipline.

Our Collaborative Action Research for Equity (CARE) work is intentionally focused on increasing classroom engagement for diverse learning styles and our commitment to culturally responsive instructional practices. During the 2020-21 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	Lynn Spiers Jane Strugatsky	Minute Taker, Back-up Facilitator
Coaching Expertise	Amber Gerber Jennifer Whitaker	
Knowledge of Academic/Behavioral Patterns	Amber Gerber Lynn Spiers Leesa Ferguson Alyssa Nguyen	
Knowledge of School Operations/Programs	Amber Gerber Jennifer Whitaker	

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](#)

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:

Be Respectful

Be Responsible

Be Safe

Be Kind

Respectful, at our school, means being considerate of your impact on others by honoring other's cultures, identities, viewpoints and opinions.

Responsible, at our school, means being dependable, making good choices, and taking accountability for your actions.

Safe, at our school, means acting in ways that protect yourself and others from being hurt, physically or emotionally.

Kind, at our school, means showing concern about the well being of others and ourselves by listening and trying to understand others' and our own needs and trying to meet those needs.

Posters are placed 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 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.

- Our students need to develop and practice safe, responsible, respectful and kind behaviors on a regular basis. These school values are important to the Chief Joseph Elementary School community, because these are four skills that help students to be successful in life. In addition, our school values combined with academic rigor, are z in ensuring students are college and career ready.
- Our school values are woven into our regular teaching practices, lesson objectives, and are articulated and reviewed by all students and staff throughout the school year.zzz

Common Area Expectations

	Be Respectful	Be Responsible	Be Safe	Be Kind	COVID
Playground	Use Problem Solving Strategies	Use Equipment as Intended	Use hands, feet, and objects without harm	Be a Good Sport Include others in your game Only talk about the people we are talking to Wait your turn	3 feet spacing: Line up on dots located on concrete Clean equipment & supplies Student wash hands before and after



					recess
Restroom	Voice Level 0-2	Go, Flush, Wash, Leave Throw Away Trash	Respect Other Students' Privacy	Wait your turn Use kind words	3 students at a time Grades use assigned restroom
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	Use kind words Include others to sit with you	Assigned spots 6 feet apart Air purifiers on Doors open Stop sign at exterior doors Students line up on starts to ensure spacing
Hallway	Follow Posted Voice Level	Carry a Hall Pass Go Directly to Your Destination	Stay on Right Walk	Use kind words	Students use stars for 3 feet spacing
Digital Community	Stay on topic	Keep login information to self Use district approved sites	Only use your login information Reread before you post	Only talk about the people we are talking to Use appropriate, kind language	
Assembly	Follow the Voice Level Expectations of the Presenter Track the Speaker	Follow the expectations	Stay in Your Own Space	Show appreciation for the presenter appropriately	Virtual Assemblies
Bus	Use a 0-2 Voice Level on the Bus Follow the Directions of the Bus Driver	Follow the expectations Use problem solving strategies	Remain Seated with "seat to seat and back to back." Enter and exit the bus one step at a time	Use kind words	Check-off student as they enter the bus Assigned bus seats
Bus Loading Zone	Use a 0-2 Voice Level	Keep Materials in Backpack Wait & Walk in Line	Use hands, feet, and objects without harm	Use kind words Wait your turn	Line-up on stars

TEACHING EXPECTATIONS (1.4)

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



Date

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.

**Grades 2nd-5th****Thursday, 9.2**

Station		10:00-10:30	10:30-11:00	11:00-11:30	
Play Structure	Lopez	Michels	Powel	Ferguson	
Playground	Bush	Wolfe	Shutt	Brown	
Cafeteria	Whitaker	Brislin	Ibrahim		

Friday, 9.3

Station		1:00-1:20	1:20-1:40	1:40-2:00	2:00-2:20	2:20-2:40
Bathroom (3-5)	Lynn	Ferguson	Peake	Brislin	Ibrahim	Michels
Hallway (rm 10)	Gerber	Brown	Gabri	Powel	Shutt	Wolfe

Grades K-1**Thursday, 9.9**

Station		9:30-10:00	10:00-10:30	10:30-11:00	11:00-11:30
Play Structure	Hall	Pearson	Pinder		
Playground	Bush	Penny	Peake		
Cafeteria	Whitaker	Cooper			

Friday, 9.10

Station		9:40-10:00	1:00-1:20	1:20-1:40			
Bathroom (3-5)	Lynn	Cooper	Pearson	Pinder			
Hallway (rm 10)	Gerber		Penny	Peake			



September 2021: Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide by student support team.

Schedule above

January 2022: Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide. 5th grade students will provide instruction, supported by staff.

Schedule TBD

April 2022: Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide. 5th grade students will provide instruction, supported by staff.

Schedule TBD

As needed, when indicated by Chief Joseph Elementary School discipline data.

Active Supervision

Active Supervision Protocol for Chief Joseph Elementary School:

- Arrive and leave on time.
- Circulate within your area; avoid standing in one place and visiting with other adults.
- Avoid being on your phone.
- Interact positively with as many students as possible.
- Scan for potential problems and diffuse them as soon as possible.
- When a student exhibits behaviors not meeting Chief Joseph Elementary expectations, interact directly to calmly re-teach expectations to that student.

Restorative Practices

Interactions may include:

- Acknowledgement of student success through:
 - positive interaction
 - supplying student with choice incentive or preferred activity
 - rewarding with “golden ticket”
 - sending home positive postcards
- Correction and Re-teaching for Minor Incidents
 - Step 1
 - Reteach (Refer to CSC lessons)
 - Gentle Reminder
 - Positive Practice
 - Coach Socially Responsible Communication: “Stop, Walk, & Talk”
 - Step 2: Restorative Practice: Staff facilitates the conversation with student, students, or whole group
 - 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?

Procedure for conflict between students:

- Interrupt the conflict
- Check-in with each student individually using the restorative inquiry questions
- If student that experienced harm feels comfortable, hold a restorative conversation with students
- Closure & agreements



Procedure for Teacher & Student Incident

- Talk with student in private
- Use Restorative Inquiry questions
- Main focus: Impact, what do they need, goal setting
- Closure & agreement

Procedure for community incident:

- Facilitate community circle
- Role play a similar incident without student names
- Students respond to incident with how it would impact them
- Students share problem solving solutions
- Closure & agreements

○ Step 3

- Document w/ Stage 1 Behavior Report
 - Give to teacher
- Teachers: Contact Parents

● Stage 2/3 Incident

- If multiple student incident: Separate students
- Keep in proximity
- Contact Ms. Whitaker
- Document w/ Stage 2/3 Referral



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 support for students, 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 correcting this injustice while maintaining systems of support and instruction that are equitable for all.

Proactive and Inclusive Practices

Staff build a learning community by using the following practices along with implementing our Caring School

Community curriculum:

- 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.



Defining & Classifying Behaviors (1.5)		
Low Level Behaviors Behaviors are handled on the spot using simple redirections, support strategies and teachable moments (Repeated minor: teacher check-in with parent)	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.)	Major/Stage 2/3 Team Supported Behaviors Office referrals: Teacher or Support Staff must make initial contact by phone or in person by the end of day. Administration/SCS will follow-up with results of investigation and disposition within 48 hours.
Language <ul style="list-style-type: none"> Language “slips” Inappropriate non swearing language Student repeats inappropriate language, but doesn’t understand its meaning 	Swearing/Vulgarity (written/spoken) <i>Mild Cursing</i> <ul style="list-style-type: none"> Chronic use of swear words Use of obscene hand gestures Minor suggestive/sexual talk 	Swearing/Vulgarity (written/spoken) <i>Indecent Gesture</i> <i>Language, Abusive/Profane</i> <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
Vandalism/Theft/Misuse of Property <ul style="list-style-type: none"> Careless accident Climbing on bathroom stalls, throwing paper towels Teasingly taking others possessions 	Vandalism/Theft/Misuse of Property <i>Damaging Property</i> <i>Taking Others Property</i> <ul style="list-style-type: none"> Thoughtlessly damaging property Taking other’s possessions without intent to be hurtful to anyone else. 	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> <ul style="list-style-type: none"> Taking others possessions to keep Purposefully damaging property- may be timely or costly to fix
Teasing <ul style="list-style-type: none"> Altering names Annoying on purpose: bugging Doesn’t respond to requests to stop 	Pre-harassment <i>Teasing/Putdowns</i> <i>Bothering/Pestering</i> <ul style="list-style-type: none"> “Put Downs” or “roasts” Threatening stares Mean-spirited teasing Personal verbal attacks 	Harassment <i>Harassment/Bullying</i> <i>Extortion</i> <i>Language, Abusive/Profane</i> <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
Not Keeping Hands/Feet/Objects to Self <ul style="list-style-type: none"> Poking or pushing Pinching, jostling Throwing class materials Retaliating as above 	Roughness <i>Play Fighting</i> <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 	Fighting/Aggression <i>Threat Causing Fear of Harm</i> <i>Physical Attack/Harm</i> <i>Physical Contact-Inappropriate</i> <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
Punctuality <ul style="list-style-type: none"> Late to class (up to 5 min) Leaves class without permission once Skipping class 	Attendance & Punctuality <i>Not Following Directions/Running</i> <ul style="list-style-type: none"> Repeatedly late to class Repeatedly (3 to 4 times in 3 week period) leaving class without permission 	Cutting/Eloperment <i>Tardiness/Class Cutting</i> <ul style="list-style-type: none"> Leaving campus without permission Chronic skipping of class (3 to 4 times in same week)
Annoyances <ul style="list-style-type: none"> Lack of focus Noise making and/or talking Out of seat Cutting in line Excessive talking Not following posted voice level 	Classroom Disruption <i>Bothering Pestering</i> <i>Mild Defiance or Not Following Directions</i> <ul style="list-style-type: none"> Repeatedly off task, calling out that interrupts learning Repeatedly interrupting others while working Argumentative to peers and adults 	Chronic/Serious Classroom Disruption <i>Disruptive Conduct</i> <i>Off Limits</i> <ul style="list-style-type: none"> Disruptions where area or room needs to be cleared
Reluctant Compliance <ul style="list-style-type: none"> Initially resisting or ignoring directions 	Ignoring Instructions <i>Mild Defiance</i> <i>Not Following Directions</i> <ul style="list-style-type: none"> Repeatedly and intentionally ignoring reasonable requests Significant talk back 	Defiance <i>Insubordination/Defiance/Disobedience</i> <ul style="list-style-type: none"> More aggressive body and/or verbal language Chronically ignoring reasonable requests from any and all staff members



Responding to Behaviors			
	Low Level Behaviors	Minor/Stage 1 Classroom Managed Behaviors	Major/Stage 2/3 Office Managed Behaviors
Teacher & Admin Responsibilities	<p>Behaviors are handled on the spot using simple redirections, intervention strategies and teachable moments (Repeated minor behaviors- teacher check-in with parent & team, SCS)</p> <ul style="list-style-type: none"> Use CSC student assessment to identify student strengths and growth areas Student stay in class No documentation for behavior outside of classroom, lunch, or recess systems Document parent contact (paper or synergy) 	<p>PPS Stage 1 Synergy referral used.</p> <p>Engage parent and student in problem solving</p> <ol style="list-style-type: none"> Use Preventative Restorative Practice Use CSC student assessment to identify student strengths and growth areas Consult w/ Support Staff and Team in PLC <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 	<p>PPS Stage 2/3 referral used along with a repair session with Admin/SCS. Teacher or Support Staff must make initial contact by phone or in person by the end of day. Administration/SCS/Acting Administrator will follow-up with results of investigation and disposition within 48 hours.</p> <ul style="list-style-type: none"> May include *chronic, documented Stage 1 misbehaviors call for support for unsafe behaviors. Only use a room clear in cases of serious imminent harm. <ul style="list-style-type: none"> Teacher complete room clear form & debrief with Admin Restorative circle/ conversation with the class to repair harm
Supports & Interventions	<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 Remember “Success Begets Success” 	<ul style="list-style-type: none"> Classroom behavior contract (not SIT) Class circle/community meeting Begin SIT Process-3 or more Stage 1 incidents within a 4 week period Goal setting Check-in/check-out with teacher In class break space 	<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 Safety plan Cascadia Mental Health Referral Dispositions determined by Administrator according to SR & RH and Oregon State law
Restoration & Accountability	<ul style="list-style-type: none"> Restorative inquiry and dialogue <ul style="list-style-type: none"> Support staff cover class to allow teacher to have a restorative conversation Change seating Family contact 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 Parent contact and documentation Structured or restricted recess Loss of privilege MYP after-school Repair session 	<ul style="list-style-type: none"> Repair session with Admin/SCS and parent communication Admin/SCS follow-up with staff Class circle/community meeting Restorative Community Service Loss of privilege In-school Suspension Consequence determined by Admin/SCS according to SR&RH If physical attack results in harm to staff an in person conference with Admin and SCS will occur. If room clear is used, teachers will debrief ABC w/ Admin/SCS. If physical restraint is used, the teacher will participate in debriefing within 24 hours.

*Think in 3's 3 low levels may = one stage 1 3 stage 1's may = one stage 2 Fresh start every 3 weeks



WEAPONS (1.7)

If you suspect a student has a weapon, contact the office immediately. Staff will follow the procedures outlined in the Student's Rights and Responsibility Handbook.

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 features of effective classroom management: Structure, teaching expectations, acknowledging positive behaviors, correcting misbehaviors. Individual teachers' CMPs are located in the PLC subfolder "Classroom Management Plans" on the CJ Team Google drive.

Guest Teacher Support System**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's notes 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 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:

- Golden Tickets are given by all teaching staff to students.
- Used to reinforce classroom and school-wide expectations and values.



- Schoolwide systems:
 - Teachers will complete a postcard to be mailed home: two students from their class a week for being Respectful, Responsible, Safe or Kind. Students will receive a Golden Ribbon.
 - Virtual Assembly:
 - Recognize class accomplishments
 - Recognize class or students that are being Respectful, Responsible, Safe, and Kind in the Common Areas
 - Each class will sign up to present the trait of the month (posters, skits, songs, etc.) or activity to share with the entire school.
- Feedback from students is gained through focus group and student council.

Acknowledgement Matrix

Type	What	When/Where	Who Gives Them?
Immediate/ High frequency	Kids: 1. Golden Tickets 2. Golden Postcards (2 wk): Turn into Office by Friday. Adults: TBD	Kids: 1. Classroom & Common areas 2. Classroom/Specials	All Staff including Bus drivers
Redemption of immediate/ High Frequency	Kids: ● Pool as class to earn reward Adults: TBD		
Long term SW Celebrations	Kids: 1. Student award Assembly: recognizes students who received postcards that month 2. Fun Friday: Student Shoutouts Adults: TBD	Kids: 1. Monthly 2. Weekly Adults: TBD	Kids: 1. Teachers, duty staff 2. Teachers, duty staff

Postcards

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
11/2/21	DIBELS, easyCBM, SBAC, Discipline	
2/6/22	DIBELS, easyCBM, SBAC, Discipline	
5/10/22	DIBELS, easyCBM, SBAC, Discipline	

PLAN FOR FAMILY, STUDENT AND COMMUNITY INVOLVEMENT (1.11)

Schedule for family involvement activities

Date	Topic & Group	Activities	Organizer
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Cancelled due to COVID	Kindergarten Social	Family engagement, entertainment, food	Amber
1st Wednesday of the Month	Principal's Coffee	Virtual: <ul style="list-style-type: none"> • Climate Plan Review • Share information about programming and receive feedback • State Report Card Release 	Amber
9/23/21	Back to School Night Principal's Coffee	Virtual	
Cancelled due to COVID	Harvest Festival	Social	PTO
11/22/21-11/23/21	Parent-Teacher Conferences	Students and parents receive academic feedback from teaching and support staff	
TBD	Multicultural Celebration	Student Cultural showcase	Classrooms/ Students
3/18/22	Storybook Parade Principal's Coffee	Share information about programming and receive feedback CIP/CSC Update	
TBD	Kindergarten Connect	Information meeting for incoming parents	
Cancelled due to COVID	STEAM Night Volunteer Appreciation Tea	Student STEAM learning showcase	
TBD	Incoming Kindergarten Social		
TBD	5th Grade Promotion		

Plan for Student Involvement

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

1. Affinity Groups
2. Leadership and Jr. Coaches are postponed due to COVID.
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 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

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 the School Climate Team and shared with staff, students, and families. Used to monitor and adjust climate initiatives.

Recent SCS data

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: 12/17/2020

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

