

Chief Joseph ES School Climate Plan 2026-2027



Vision

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

Core Values

Safe
Kind
Responsible
Inclusive

WHAT IS SCHOOL CLIMATE?

SCHOOL CLIMATE OVERVIEW

School Climate encompasses culturally relevant Positive Behavioral Interventions and Supports (PBIS), restorative practices and schoolwide social-emotional learning opportunities for all students in their classrooms. Racial equity and social justice is woven into all aspects of school climate to ensure that all students feel a sense of belonging and have a positive school experience.

MULTI-TIERED SYSTEMS OF SUPPORT

School climate is an essential component of the Multi-Tiered System of Support (MTSS) framework. MTSS is a proactive, data-driven practice used at Portland Public Schools to support all students. It uses evidence-based instruction, intervention and assessment practices to ensure that every student receives the appropriate level of support based on their level of need. Within an MTSS structure, all students receive sustaining Tier I universal supports. Additional supports are provided for students that need them through Tier II interventions (targeted group supports), and Tier III interventions (individualized supports). These tiered academic and behavioral interventions help eliminate barriers to learning and enable every student to successfully reach their full potential.

SCHOOLWIDE VALUES AND COMMON AREA EXPECTATIONS

Our School's Core Values are

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 is showing concern about the well being of others and ourselves by listening, understanding others' and our own needs.

Inclusive, at our school, means to welcome and include everybody regardless of how they show up.

Our Core Values were created with student, staff, family & community input. Posters are distributed throughout the building in order to make them visible to students, staff and families. The intention is to send a consistent message about what our school community values and how it looks different in various common areas. This will help CJES ensure that our core values are inclusive and affirming.

Students need to understand and exercise our core values on a regular basis to master the skills to be successful and prepared to be college and career ready. All adults acknowledge and reinforce these core values when interacting with students.

Our core values are woven into our regular teaching practices in every lesson and in every class period throughout the grade levels. Staff name them consistently and strategically teach and review our core values throughout the school year during SEL time. Teachers will draw parallels between the Caring School Communities SEL curriculum and the Core Values.



Common Area Expectations

	Be Safe	Be Kind	Be Responsible	Be Inclusive
Playground	Use hands, feet, and objects without harm Stay in designated areas Follow Playstructure Rules	Wait your turn Use words of encouragement: Good Job or Nice Try Include others in all playground activities	Use equipment as intended & put away when done Follow Posted Game Rules Use Problem Solving Strategies	Everyone is allowed to play Invite others to play Consider the needs of others to increase inclusion
Restroom	Respect Other Students' Privacy	Wait your turn Use kind words	Go, Flush, Wash, Leave Throw Away Trash Voice Level 0-1	Anyone can use any bathroom
Cafeteria	Walk Sit on your Bottom with Feet Under the Table	Use appropriate words Include others to sit with you	Clean Up After Yourself Get Permission to leave the cafeteria Use food items as intended Follow Posted Voice Level • 0 Speaker • 1-2 Eating	Include others to sit with you Positive conversation topic that includes others Consider the sensory needs of others
Hallway	Stay on Right Walk	Use kind words	Go Directly to Your Destination Follow Posted Voice Level: • 0 in line • 1 small group	Make space for others
Office	Walk	Wait your turn Wait until the adult is off the phone or finished helping another student	Stay behind counter Voice level 0-2 Ask to use the phone Sit in chair if waiting for the nurse	Give privacy to others
Digital Community	Only use your login information Reread before you post When a person asks for communication to stop. Do not text, email, or call. Do not ask friends to communicate for you.	Only talk about the people we are talking to Use appropriate, kind language	Keep login information to self Stay on topic Use district approved sites	Only talk about the people we are talking to



PERSONAL ELECTRONIC POLICY WE WANT TO HONOR FAMILIES' WISHES THAT THEIR STUDENTS BE ABLE TO CARRY ELECTRONIC DEVICES FOR SAFETY REASONS, WHILE WE MAINTAIN THE INTEGRITY OF THE SCHOOL LEARNING ENVIRONMENT. TO THAT END, PERSONAL ELECTRONICS, INCLUDING CELL PHONES AND SMART WATCHES:

- Off and away during school hours, including lunch and recess.
- If unable to be off and away, stored with the classroom teacher.
- Under no circumstances should videos or photos be taken or shared without consent.

If students do not comply with this policy (ex. Their electronic device rings or is visible during school hours), the consequences are as follows:

- 1st time = warning and retaught school-wide expectation, device is taken, parent/guardian contacted and the electronic device is returned at the end of the day, document as a stage 1
- 2nd time = electronic device taken, parent/guardian must come in to pick it up and discuss the policy with their student and staff, document as a stage 2

PLEASE BE AWARE: the school is not responsible for lost, stolen, misused or damaged all electronic devices.

This school based policy is subject to change in response to district wide policies.

TEACHING COMMON AREA EXPECTATIONS

All students are taught the common area expectations at least three times a year after long breaks.

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

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

Teachers will teach hallway and bathroom [common area expectations](#) at the times below, in the location. Ms. Whitaker will be teaching cafeteria expectations. Coach Kay will teach and reinforce recess expectations. It is expected that teachers will plan to teach and reinforce all common area expectations frequently throughout the first three weeks of school.

August 2026: Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide by student support team.

1st Week of School

Station	PE Class
Play Structure & Playground	Coach Kay will teach the expectations during PE classes the 1st week of school

Wednesday, August 26

Station	8:25-8:40	8:45-9:00	9:05-9:20	9:40-9:55	10:10-10:25
Cafeteria (Whitaker)	3rd Grade	4/5 Classes	Kristin (½)	Wolfe (½)	Brown (½)

Thursday, August 27

Station	8:30-8:50	9:00-9:20	8:55-9:15	9:40-10:00
Bathroom	Michels(3)	Brown (1/2)	Ibrahim (¼)	Ms F (¼)
Hallway	Pettit (3)	Kristin (1/2)	Ms Ferguson (¼)	Wolfe (½)



January 2027 Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide.

Grades K-5th

1st Week of Back from Winter Break

Station	PE Class
Play Structure	Coach Kay will teach the expectations during PE classes the 1st week of school after winter break.
Playground	
Cafeteria	Whitaker will teach the expectations during the cafeteria.

Tuesday, January 5th

Station	8:20-8:40	8:40-9:00	9:00-9:20	9:20-9:30	9:30-9:50
Bathroom					
Hallway					

April 2027: Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide.

Grades K-5th

1st Week of Back from Spring Break

Station	PE Class
Play Structure	Coach Kay will teach the expectations during PE classes the 1st week of school after winter break.
Playground	
Cafeteria	Whitaker will teach the expectations during the cafeteria.

Tuesday, March 30th

Station	8:20-8:40	8:40-9:00	9:00-9:20	9:20-9:30	9:30-9:50
Bathroom					
Hallway					

Common Area Expectation Lessons



SCHOOLWIDE (TIER 1) CLIMATE PRACTICES

Each Chief Joseph Elementary student deserves to come to school and feel seen, safe and valued. In order to make this happen, adults across the school intentionally support all students by implementing the following:

- Golden Ticket to acknowledge expected behavior
- Organized game stations at recess (may change in response to student interest)
- Implementation of Caring School Community Curriculum
 - A warm greeting by name each morning
 - Classroom Community Agreements
 - Explicit instruction and practice for routines and procedures
 - Community Circles
 - Classroom Jobs
 - Use CSC Weekly Assessments
- School counselor classroom lessons
- Common Area Expectation lessons three times per year
- Calming break space in each classroom
- Flexible Seating options that support individual students' learning as needed
- Use tools to help reflect on behavior and the impact on others ([Reflection Sheets](#), Restorative Chats, Collaborative Problem Solving, Private Conversation)
- Positive communication with caregivers

STUDENT INTERVENTION TEAM: ADDITIONAL BEHAVIOR & ACADEMIC SUPPORTS (TIER II AND TIER III)

When Tier 1 classroom and schoolwide supports are not enough to ensure student success, students may be discussed at their grade level meetings for Professional Learning Collaboration (PLC) or Behavior, Social Emotional Learning (BSEL) to develop and implement Tier II behavior &/or Tier III academic interventions. If the Tier II &/or Tier III interventions are not showing adequate growth, the student will be brought to the school Student Intervention Team (SIT) to discuss next steps to support.

The Student Intervention Team (SIT) is a collaborative, general education solution-generating team made up of a variety of school perspectives. The purpose of the SIT is to

- Support teachers in reflecting on and enhancing their Tier I academic and behavior practices.
- Implement targeted Tier II and III behavior and Tier III academic interventions when needed.

Utilizing an equity lens, the team considers the whole student when making decisions that affect their long-term educational experience and sense of belonging in PPS. SIT works to provide every student and adult what they need to thrive in the general education setting. **Families are notified about student strengths and challenges, as well as planned interventions, at all points in the process.**



Example Tier II Behavior Interventions	
Function: Access/Obtain Check In/Check Out Meaningful Work Social/Emotional Skills Group	Function: Escape/Avoid Breaks are Better Social/Emotional Skills Group
Example Tier III Behavior Practices & Intervention	
PRACTICES (non-exhaustive) Safety Plan Supervision Plan Planning for Managing Escalating Behaviors (with FBA/BSP)	INTERVENTION (exhaustive) Individualized interventions outlined in the FBA/BSP



DEFINING STAGE 1 AND STAGE 2/3 BEHAVIORS

Behavior level calibration will occur every Fall by staff to reflect the evolving needs of our community and to accommodate the diverse racial, cultural, linguistic and developmental needs of our school.

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 & note conversation in "Student Contact Log" in Synergy.	Minor/Stage 1 Staff Supported Behaviors PPS Stage 1 report completed in synergy by staff handling the incident. In order to promote a problem solving dialogue, staff documenting the incident will: 1. Reach out to family (phone or in-person) 2. Notify family the incident was documented in synergy 3. Log family contact in synergy PSFP will refer incident to Climate Specialist	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. The only exception is if clearly communicated that another person is making the call. Administration/SCS will follow-up with results of investigation and disposition within 48 hours.
Language - Language "slips" - Inappropriate non swearing language - Student repeats inappropriate language, but doesn't understand its meaning	Swearing/Vulgarity (written/spoken) - Repeated 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> - Use of swear words directed at others - Repeated of obscene/offensive hand gestures - Repeated or explicit/offensive sexual talk
Vandalism/Theft/Misuse of Property - 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> - 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> - Taking others possessions to keep - Purposefully damaging property- may be timely or costly to fix
Teasing - Altering names - Annoying on purpose: harassment - Doesn't respond to requests to stop	Pre-harassment <i>Teasing/Putdowns</i> <i>Bothering/Pestering</i> "Put Downs" or "roasts" - Mean-spirited teasing - Personal verbal attacks	Harassment <i>Harassment/Bullying</i> <i>Language, Abusive/Profane</i> - Documented patterns of "put downs," "roasts," or personal attacks - Threats causing fear or harm - Ethnic/racist, sexist, disability related, sexual orientation or religious based remarks
Not Keeping Hands/Feet/Objects to Self - Play fighting - Poking - Throwing class materials - Pushing	Roughness <i>Body not to self</i> <i>Pushing/Shoving</i> - Repeated play fighting, wrestling, or body holds - Pinching - Both parties agree playing was consensual - Throwing class materials at another student - Anywhere within school building	Physical Contact <i>Threat Causing Fear of Harm</i> <i>Physical Attack/Harm</i> <i>Physical Contact-Inappropriate</i> - Hitting/kicking/punching/ pushing with the intent to seriously harm - Encouraging another to fight - Throwing class materials to harm others - Repeated play fighting (3x in 3 weeks, documented)
Punctuality - Late to class w/o valid reason (up to 5 min) - Leaves class without permission once	Cutting/Elopement Leaving class without permission	Cutting/Elopement - Elope from school grounds without permission - Chronic leaving class without permission (3-4 times in same week)
Annoyances - Intentionally not paying attention - Distracting learning - Noise making - Out of seat - Using your body to make space in line - Not following posted voice level	Classroom Disruption <i>Bothering Pestering</i> <i>Mild Defiance or Not Following Directions</i> - 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> Disruptions where area or room needs to be cleared
Reluctant Compliance Initially resisting or ignoring directions	Ignoring Instructions <i>Mild Defiance</i> <i>Not Following Directions</i> - Repeatedly and intentionally ignoring reasonable requests - Significant talk back	Defiance <i>Insubordination/Defiance/Disobedience</i> - More aggressive body and/or verbal language - Chronically ignoring reasonable requests from any and all staff members

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



DISCIPLINE POLICIES

Calibration will occur annually, at a minimum. See [MTSS Tier I Behavior Support](#) website to find responses matched with the function of the behavior.

Responding to Behaviors			
	Low Level Behaviors	Minor/Stage 1 Classroom Managed Behaviors	Major/Stage 2/3 Office Managed Behaviors
Teacher & Admin Responsibilities	Behaviors are handled on the spot using simple redirections, intervention strategies and teachable moments (Repeated minor behaviors- teacher check-in with parent & team, SCS) - If behavior is reported by another student, investigate to ensure you have both sides - 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 (in Synergy)	PPS Stage 1 Synergy referral used - If behavior is reported by another student, investigate to ensure you have both sides Use Preventative Restorative Practice - Use CSC student assessment to identify student strengths and growth areas - Consult w/ Support Staff in B-SEL - Enter incident in Synergy (refer to SCS) - Avoid including other student's names or subjective language Contact family to notify of the incident and documentation, log in Synergy "student contact log" - No immediate involvement by Admin	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. SCS will communicate if teacher is calling. Administration/SCS/Acting Administrator will follow-up with results of investigation and disposition within 48 hours. - If behavior is reported by another student, investigate to ensure you have both sides. - Call for support for unsafe behaviors. - Only use a room clear in cases of serious imminent harm. - Teacher complete room clear form & debrief with Admin - Restorative circle/ conversation with the class to repair harm - May include repeated, documented Stage 1 misbehaviors
Supports & Interventions	- 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"	May include *chronic, repeated low level behaviors - 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	SIT Process & Tier II Interventions - 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	- Restorative inquiry and dialogue - 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 (Share with staff working with student and subs)	- 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	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.

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



**Purpose of All Student Behavior Responses:
De-escalate, Resolve, Restore, Re-teach, Return to Learning**

PROACTIVE & INCLUSIVE PRACTICES

Staff build a learning community by integrating Restorative Justice Practices, PBIS, and Equity with our Caring School Community curriculum to create Effective Classroom Practices Plans. Examples of these practices include:

- From Caring School Communities Curriculum:
 - Creating community agreements with input from students that are posted and referred to regularly
 - Daily community building morning circles and activities regularly so students feel connected to the learning environment and each other
 - Providing leadership opportunities for students by assuming classroom responsibilities to become positive role-models.
 - Developing and explicitly teaching classroom routines and rituals.
 - Providing opportunities for students to listen to each other.
 - Teaching assertive communication
 - "I feel _____ when you _____, please _____ instead."
- PBIS Practices:
 - Greeting students at the door during transitions to have a positive initial interaction
 - 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, Golden Tickets, or through other incentives/positive interactions
 - Avoiding power struggles. Key actions include:
 - Keep voice at neutral
 - Restate clear expectations positively
 - Teach clear strategies
 - Provide choices instead of ultimatums when appropriate
 - Redirect problematic behaviors privately
 - Provide students with the time and space to redirect themselves
- Restorative Practices:
 - Welcome students back when they return from a needed break outside the classroom where teacher greets student and helps them get started on a task
 - Facilitating in the moment 1:1, small group, and whole class restorative conversations. More details under Restorative Practices below.
- Educational Equity Practices:
 - Finding ways to make the curriculum relevant to students' lives (through their culture, language, interests, etc.) when appropriate
 - Looking for opportunities where students can contribute and make choices in the curriculum when appropriate.



- Building positive relationships with students by connecting and checking in about life outside of school

Please note that many of the above examples fall into multiple categories.

Common Area Supervision: While supervising the playground & cafeteria, staff Actively Supervise by:

1. Arriving on time.
2. Circulating within the designated area, ensuring line of sight for all students.
3. Avoiding standing in one place and visiting with other adults.
4. Interacting positively with as many students as possible.
5. Scanning for potential problems and diffuse them as soon as possible.
6. When a student exhibits behaviors not meeting Chief Joseph Elementary expectations, interacting directly to calmly re-teach expectations to that student using Restorative Practices

RESTORATIVE PRACTICES A WAY OF WORKING WITH A CONFLICT THAT PUTS THE FOCUS ON REPAIRING THE HARM THAT HAS BEEN DONE.

- Step 1: Restorative Practice: Staff facilitates the conversation with peers, adults, 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 2
 - Document with a Behavior Report
 - Staff documenting: Contact Parent



EFFECTIVE CLASSROOM PRACTICES PLAN

Every teacher will have an Effective Classroom Practices Plan (ECP Plan). ECP Plans will be shared with administration no later than the day before back to school night. Co-creating classroom practices reduces variability between classrooms and makes it more consistent for students. Some sample plans are provided below and professional development time will be provided in the first two weeks of school to complete these documents.

The Effective Classroom Practices Plan template, covers the essential features of effective classroom practices: Structure, teaching expectations, acknowledging positive behaviors, and supporting regulation & restorative practices.

CJES Staff Effective Classroom Practice Plans 2026-27

FEEDBACK AND ACKNOWLEDGEMENT SYSTEMS

Research shows that when staff observe and acknowledge students exhibiting appropriate behaviors, those behaviors will increase and misbehaviors will decrease. Specific praise is extremely important in increasing the recurrence of appropriate behaviors. When observing appropriate behaviors in the common areas/ classrooms/ buses, all staff acknowledge students exhibiting our core values verbally and by giving a Golden Ticket along with specific praise.

Description of our school-wide acknowledgement system:

Specific praise is extremely important in increasing the recurrence of appropriate behaviors. Our schools decided 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.

- Golden Tickets are given by all teaching staff to students.
 - Students get individual golden tickets and collect them as a whole class work to earn [celebration](#) that they agree upon. When planning, celebrations cannot significantly impact learning time and need to be 20 minutes or less. Avoid planning activities during math or ELA.
 - This model encourages students to celebrate each other’s successes and sense of community.
- Used to reinforce classroom and school-wide expectations and values.
- Schoolwide systems:
 - Teachers complete a postcard to be mailed home: two students from their class during staff PD for being Safe, Kind, Responsible or Inclusive.

FAMILY INVOLVEMENT & FEEDBACK

In addition to the events scheduled below, we send a bi-weekly newsletters to families. A printed student handbook and calendar is also provided to families.



AUGUST ● Connect to Kinder Social ○ 8.26.26 ● Community Care Day ○ 8.15.26	SEPTEMBER ● Kinder Parent Drop Off ○ 8.31.26 ● PTO Picnic in the Park ○ 8.31.26 ● PTO Community Meeting ○ 9.9.26 ● Climate Team Meetings ○ TBD ● Back to School Night ○ 9.15.26	OCTOBER ● Diverse Learners Night ○ 10.8.25 ● Fun-D Run ○ 10.2.256 ● Climate Team Meetings ○ TBD ○ TBD ● Site Council Meeting ○ TBD ● Principal/Parent Online Mtg. ○ TBD
NOVEMBER ● Climate Team Meetings ○ TBD ○ TBD ● PTO Community Meeting ○ 11.18.26 ● Ruby Bridges ○ 11.13.26 ● Conferences ○ 11.23.26 ○ 11.24.26 ● Successful Schools Survey ○ TBD	DECEMBER ● Climate Team Meeting ○ TBD ● PTO Dance ○ 12.11.26 ● Book Fair ○ December 7-11th ● Spirit Week ○ December 14-18th	JANUARY ● Climate Team Meetings ○ TBD ○ TBD ● Principal/Parent Online Mtg. ○ TBD ● Dr. MLK Jr Day of Service ○ TBD
FEBRUARY ● Connect to Kindergarten ○ TBD ● Climate Team Meetings ○ TBD ○ TBD ● Site Council Meeting ○ TBD ● PTO Community Meeting ○ 2.10.27 ● Talent Show (PTO) ○ 2.19.27	MARCH ● Connect to Kindergarten ○ TBD ● Climate Team Meetings ○ TBD ○ TBD ● PTO Fundraiser ○ 3.13.27 ● Site Council Meeting ○ TBD ● Principal/Parent Online Mtg. ○ TBD ● Spirit Week ○ March 15-19th	APRIL ● STEAM Night ○ 4.7.27 ● PTO Community Meeting ○ 4.14.27 ● Climate Team Meetings ○ TBD ○ TBD
MAY ● Storybook Parade	JUNE ● Field Day	



○ 4.30.27 ● Climate Team Meetings ○ TBD ● PTO Spring Fest ○ 5.14.27 ● Site Council Meeting ○ TBD ● Principal/Parent Coffee ○ TBD	○ 6.4.27 ● Climate Team Meetings ○ TBD ● Pride Parade ○ TBD ● Kinder Connect Social ○ TBD ● 5th Grade Promotion ○ 6.8.27	
--	--	--

GUEST TEACHER SUPPORT SYSTEM

Before absence

1. Review ***Guest Teacher Expectations*** with students.
2. Substitute lesson plans need to be detailed, easy to follow, aligned with the core curriculum and include accommodations/modification for special needs students.
3. Tier II and III support plans need to be in teacher's emergency binder.
4. Plan for incentives/rewards for students who meet expectations, "Golden Tickets will be supplied by office staff.
5. Staff must have a completed Emergency Sub Binder in the office.
 - a. Visual expectations supplied with directions by the office
 - b. Golden tickets

During absence

1. Secretary review school layout and resources
2. The Instructional Coach, Administrator, and Teaching Partner are available to check in w/ guestanswer instructional questions.
3. Principal/SCS/Counselor checks in w/guest teacher before lunch.

After absence

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

FIDELITY DATA

Culturally Responsive Tiered Fidelity Inventory (CR-TFI) guides the action planning for the implementation of a positive school climate and connects directly with this School Climate Plan.

- Assessment component is completed once a year as a summative assessment. Twice additionally as formative assessments (conducted in September, January and/or May)



- The CR-TFI is utilized by school teams to assess and plan implementation of all three tiers. The Climate Team is responsible for tier 1 and A score of 80% or better indicates a well-implemented tier
- The TFI action plan is revisited on a monthly basis

Recent TFI scores & Climate Plan

- Chief Joseph [Culturally Responsive Tiered Fidelity Inventory](#) (CR-TFI)

Successful Schools Survey (SSS)

- Completed once a year in November by all students (grades 3-12), staff, and families.
- Reviewed by the School Climate Team and shared with staff, students and families. Used to monitor and adjust climate initiatives.
- Accessed via the Panorama [dashboard](#).

Recent SSS data

[CJES Successful School Survey Scores & Graph Summary for 2022-23 School Year](#)

Successful School Survey for the 2026-27 school year is coming soon

