Chief Joseph Elementary
School Climate Plan
2024-2025

Vision

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

Core Values

Safe
Responsible
Respectful
Kind
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

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 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.

Common Area Expectations

	Be Respectful	Be Responsible	Be Safe	Be Kind
Playground	Use Problem Solving Strategies	Use Equipment as Intended & put away when done Follow Posted Game Rules	Use hands, feet, and objects without harm	Wait your turn Use words of encouragement: good job or Nice try Include others in your game
Restroom	Voice Level 0-1	Go, Flush, Wash, Leave Throw Away Trash	Respect Other Students' Privacy	Wait your turn Use kind words
Cafeteria	Follow Posted Voice Level 0 Speaker 1-2 Eating	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
Hallway	Follow Posted Voice Level 0 line 1 walking in small group	Go Directly to Your Destination	Stay on Right Walk	Use kind words
Office	Voice level 0-2 Ask to use the phone	Stay behind counter SIt in chair if waiting for the nurse	Walk	Wait your turn Wait until the adult is off the phone or finished helping another student
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

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:*

- 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 phone rings or is visible during school hours), the consequences are as follows:
- 1st time = warning and retaught school-wide expectation
- 2nd time = phone taken, parent contacted, and phone returned at end of day
- 3rd time = phone taken, parent/guardian must come in to pick it up and discuss the policy with their student and staff.
PLEASE BE AWARE: the school is not responsible for lost, stolen, misused or damaged all electronic device.
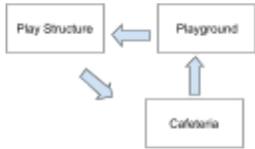
Teaching Common Area Expectations

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.***

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.**   Teachers will teach all common area expectations except cafeteria Support Staff will teach cafeteria expectations:

August 2023: Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide by student support team.

Grades 1-5th

Tuesday, August 27

Station	9:15-9:45	9:45-10:15	1:10-1:40	2:00-2:20
Play Structure (Music)	Michels (3)	Peake (1)	Ibrahim (4)	Brown (5)
Playground (Coach Kay)	Wolfe (3)	Kristin (1)	Ferguson (4)	TBD (5)
Cafeteria (Whitaker)	Pearson (2)	Ms. F (2)		

Wednesday, August 28

Station	9:10-9:30	9:30-9:40	9:40-10:00	10:00-10:20	10:20-10:40
Bathroom (3-5) (Support Staff)	Peake	Ms. F	Michels	TBD	Ferguson
Hallway (rm 10) Reading Specialist	Kristin	Pearson	Wolfe	Brown	Ibrahim

January 2025 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.

Tuesday , January 7

Station					
Play Structure					
Playground					
Cafeteria					

Wednesday, January 8

Station				
Bathroom (Murial)				
Hallway (rm 10)				

Wednesday, January 8

Station				
Bathroom (Kinder)				
Hallway (rm 5)				

April 2025: Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide. Grades 2nd-5th

Monday, April 2nd

Kinder/Pearson Restroom & Hallway expectations by office intersection

Station	9:00-9:20	10:40-11:00
Hallway	Penny	Pearson
Bathroom	Cooper	

1st/Ms F Restroom & Hallway expectations by Music facing art room

Station	9:30-9:50	10:40-11:00
Hallway	Kristin	Ms F
Bathroom	Peake	Pearson

3rd-5th grade Restroom & Hallway expectations outside cafeteria by muriel

Station	9:40-10:00	10:35-10:55	11:00-11:20
Hallway	Wolfe	Brown	Ibrahim
Bathroom	Michels	TBD	Ferguson

Grades K-5th
Tuesday, April 3rd

Station	9:10-9:30	9:30-9:50	9:50-10:10	10:10-10:30	11:45-12:05	2:00-2:20
Play Structure	Penny	Brown	Pearson	Peake	Wolfe	Ibrahim
Playground	Cooper	TBD	Ms F	Kristin	Michels	Ferguson

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

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
- Jr. Coach & Game Station Recess Model
  - Games stations will change quarterly
- Implementation of Caring School Community Curriculum
  - A warm greeting by name each morning
  - Classroom Community Agreements
  - Community Circles
  - Classroom Jobs
  - Use CSC Weekly Assessments
- School counselor classroom lessons
- Common Area Expectation lessons three times per year
- Calming spaces in each classroom
- Flexible sSeating options that support individual students' learning
- Reflection Sheets to help reflect on behavior

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 brought to the school Student Intervention Team (SIT) to develop and implement Tier II/ III behavior &/orTier III academic interventions.

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 Check and Connect	**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 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.

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 completed in synergy by staff handling the incident. Staff documenting the incident will reach out to family via phone or in person, to promote a problem solving dialogue. **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. 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) *Indecent Gesture* *Language, Abusive/Profane* - Use of swear words directed at others - Repeated of obscene/offensive hand gestures - Repeated or explicit/offensive sexual talk
Vandalism/Theft/Misuse of Property9 - Careless accident - Climbing on bathroom stalls, throwing paper towels - Teasingly taking others possessions	**Vandalism/Theft/Misuse of Property** *Damaging Property* *Taking Others Property* - Thoughtlessly damaging property - Taking other's possessions without intent to be hurtful to anyone else.	**Vandalism/Theft/Misuse of Property** *Technology, Use Violation* *Theft-Minor or Major* *Possession of Stolen Property* *Property Damage-Minor or Major* - 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** *Teasing/Putdowns* *Bothering/Pestering* "Put Downs" or "roasts" - Threatening stares - Mean-spirited teasing - Personal verbal attacks	**Harassment** *Harassment/Bullying* *Extortion* *Language, Abusive/Profane* - 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 - Poking or pushing - Pinching, jostling - Throwing class materials - Retaliating as above	**Roughness** *Play Fighting* - 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** *Threat Causing Fear of Harm* *Physical Attack/Harm* *Physical Contact-Inappropriate* - 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 - Late to class w/o valid reason (up to 5 min) - Leaves class without permission once - Skipping class	**Attendance & Punctuality** *Not Following Directions/Running* - Repeatedly late to class - Repeatedly (3 to 4 times in 3 week period) leaving class without permission	**Cutting/Elopement** *Tardiness/Class Cutting* - Leaving campus without permission - Chronic skipping of class (3 to 4 times in same week)
Annoyances - Intentionally not paying attention - Distracting learning - Noise making and/or talking - Out of seat - Using your body to make space in line - Excessive talking - Not following posted voice level	**Classroom Disruption** *Bothering Pestering* *Mild Defiance or Not Following Directions* - Repeatedly off task, calling out that interrupts learning - Repeatedly interrupting others while working - Argumentative to peers and adults	**Chronic/Serious Classroom Disruption** *Disruptive Conduct* *Off Limits* Disruptions where area or room needs to be cleared
Reluctant Compliance Initially resisting or ignoring directions	**Ignoring Instructions** *Mild Defiance* *Not Following Directions* - Repeatedly and intentionally ignoring reasonable requests - Significant talk back	**Defiance** *Insubordination/Defiance/Disobedience* - More aggressive body and/or verbal language - Chronically ignoring reasonable requests from any and all staff members

DISCIPLINE POLICIES

Chief Joseph has created and calibrated around a matrix to describe how staff respond to student misbehaviors.

Responding to Behaviors		
	Minor/Stage 1	**Major/Stage 2/3**
Low Level Behaviors	**Classroom Managed Behaviors**	**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)
 	
• 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)
	PPS Stage 1 Synergy referral used.
	
	Engage parent and student in problem solving
	1. Use Preventative Restorative Practice
	2. Use CSC student assessment to identify student strengths and growth areas
	3. Consult w/ Support Staff and Team in PLC
	
	• **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 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.
		• **May include *chronic, documented Stage 1 misbehaviors**
		• 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

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"
	• 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	• 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	• **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**

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 where teacher greets student and helps them get started on task
- 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 clear expectations positively, maintain high expectations, teach clear strategies, 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.

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 Parents

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 2024-25

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. Safety Plans for students 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. Visuals expectations supplied with directions by the office
   b. Golden tickets

During absence

1. Secretary review school layout and resources
2. Principal/SMS/Counselor checks in w/guest teacher twice during the day.

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.

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 Golden Tickets along with specific praise.

Description of our school-wide acknowledgement system:

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.

- o   Students get individual golden tickets and collect them as a whole class work to earn [celebration](#) that they agree on..
- o   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:
    - o   Teachers will complete a postcard to be mailed home: two students from their class a week for being Respectful, Responsible, Safe or Kind.

FAMILY INVOLVEMENT & FEEDBACK

AUGUST	SEPTEMBER	OCTOBER

• Connect to Kinder Social
• Community Care Day
	• Back to School Night
	  o September
	• Climate Team Meetings
	• Site Council Meeting
	• PTO Community Meeting
	• Principal/Parent Coffee
		• Fun-D Run
		  o October 10th
		• Climate Team Meetings
		• Site Council Meeting
		• Principal/Parent Coffee

NOVEMBER	**DECEMBER**	**JANUARY**

• Ruby Bridges
  o   November 14th
• Conferences
• PTO Community Meeting
• Climate Team Meetings
• Site Council Meeting
• Principal/Parent Coffee
	• Site Council Meeting
	• Climate Team Meeting
	• Principal/Parent Coffee
	• Spirit Week
	  o December 16-20th
		• Climate Team Meetings
		• Family Game Night
		• Site Council Meeting
		• Principal/Parent Coffee
		• MLK Jr Day of Service
		  o January 17th

FEBRUARY	**MARCH**	**APRIL**
• Connect to Kindergarten • PTO Community Meeting • Site Council Meeting • Climate Team Meetings • Principal/Parent Coffee	• Connect to Kindergarten • PTO Fundraiser • Climate Team Meetings • Site Council Meeting • Principal/Parent Coffee • Spirit Week o March 17-21st	• STEAM Night • Site Council Meeting • Climate Team Meetings • Principal/Parent Coffee
MAY	**JUNE**	

• Storybook Parade
  o   May 9th
• PTO Spring Fest
• PTO Community Meeting
• Climate Team Meetings
• Site Council Meeting
• Principal/Parent Coffee
	• Site Council Meeting
	• Climate Team Meetings
	• Kinder Connect Social
	• Field Day
	  o June 5th
	• Pride Parade
	  o June 6th
	• Graduation	

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 2023-24 school year is coming soon