

CHAPLIN ELEMENTARY SCHOOL NEWSLETTER



Volume 4 Issue 2 Follow us on Twitter at Kevin Chavez@ChaplinElementa

October 2021

From the Principal...

K. Chavez

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Dear Parents and Guardians,

As we near the end of the first trimester already, we have accomplished quite a bit with our students already! Each classroom that I walk into, I hear student conversations and language that impresses me. Your teachers are making great strides in working with our students to clearly and coherently state their thoughts and questions on so many different topics. In the younger grades, the teachers work with the students to use sentence frames when speaking about the topic as that help to reinforce the subject content, skills, and concepts. The upper grade students are including more specific information in their communication with their peers.

In reviewing last year's parent survey, we have chosen one of our focus areas for the year. We are working to keep our parents and guardians informed of their child's progress throughout the school year. This type of communication should happen on a regular basis, so parents and guardians go into conferences as informed as possible about their child's progress. This will help you to have a focus area or question for the conference as well as guide you in areas to support at home.

You will receive these communications in numerous ways—i.e. class newsletters, email, phone calls, written notes on assignments or assessments that go home.

Our other area that we are focusing on is our PBIS system. The remainder of this newsletter will focus on the different components that go into PBIS.

As always, please let us know if you have any questions.

K Chavez

At Chaplin School, we strive to cultivate a strong, collaborative school climate and culture that is focused on high academic development and achievement for all students. – High standards for curriculum implementation and student learning.

Important Dates

- Nov 11– Veteran's Day– No School
- Nov 18 & 19– Early Release
- Nov 18 & 19- Parent-Teacher Conferences
- Nov 24– Early dismissal
- Nov 25– Thanksgiving
- Nov 26– No School

PBIS Intentions

What does the acronym even stand for? PBIS stands for “Positive Behavior Interventions and Support.” The PBIS program is based upon a philosophy of recognizing the positive contributions our students make to their classrooms, to the lunch wave, to the bus, in short- to any environment in school. The intent of a *behaviorally-based systems approach* is to enhance the safety and effectiveness of school for all students by improving the link between practices and the environments in which teaching and learning occur. The goal is to improve the schoolwide capacity to teach and support positive behavior, using proactive strategies, for all students by designing and implementing supports to create a positive school environment for students as well as teachers. All people invested within the school act together to achieve a common goal through the collective use of best practices.



As a part of PBIS, teachers, administrators, and support staff have the responsibility to TEACH positive behavior expectations to our students. This education results in students knowing exactly what is expected of them. The aim is to use the CES *Formula for Success* (*Respect + Responsibility + Ready-to-Learn + Re-Thinking*) and a framework of evidence-based behavioral supports and interventions in an integrated curriculum to enhance both the social behavior and academic atmosphere for our diverse body of students throughout the school.

Lessons will take place in a number of ways and in the environment for the particular expectations. For example, teachers will do short lessons about hallway expectations, the staff on lunch duty will discuss restaurant expectations, and teachers will conduct lengthier lessons in the classroom by integrating the humanities and literature into their lessons. Posters or anchor charts have been created for different areas of the building to give the students and staff reminders about the expected behaviors.

Take Care of Yourself; Take Care of Each Other; Take Care of Our School

As teachers recognized students who exhibit high levels and/or consistent persistence in the classroom, they took note of the students who truly exhibit a desire to work through a struggle no matter the amount of effort they need to put forth. At times, our students feel as though they are not or cannot succeed in the task at hand. When this occurs, teachers take note of the student who displays an open mindset and tries a new strategy. Perseverance is that drive that keeps the student focused on the goal and is the quality most often determines whether or not a person achieves it.

We are happy for our students who demonstrate the idea that success takes hard work!

The recipients for the Perseverance Spirit Sticks in October are: Pre-K– Brooklyn & Jocelyn; K– Alyvia & Paislee; G1 Olivia, Ella, Emmeline, & Antonella; G2 Terralyn; G3– Cararose; G4– Andrew, Isaac, Ernest, & Jahnvi; G5– Emilee, Eli, & Jeffrey; G6– Justinian, Cheyanne, & Jocelyn

Thank you for your grit and stick-to-it-tiveness!

Shout out!

I would like to give a shout out to a couple of people.

We had a number of volunteers who come to school for the Halloween Trick-or-Treat at CES. Thank you to the following parents:

Karen Desciscio, Veronica Bianchi, Crystal Gebhardt, Crystal Rogers, Jennifer Beshaw, Jon Bisson, Linda Gebhardt, Katy Pearl, Katherine Schatz, Kate Milici, Chelsea Reynolds, Jce-lyn Cates, & Kristina Fleury.

We are so happy to have parents get involved in school events when possible!

Recognition

School staff, throughout the building, are always on the lookout for students demonstrating Soaring Eagle behaviors in all school settings. As students are seen demonstrating expected and positive behaviors they are acknowledged with a Soaring Eagle ticket. Teachers have an “Eagles Nest” jar in the classroom. Tickets are totaled weekly; based on the school total, a portion of the core value word for the month will be uncovered in the hallway near the office. If the whole word is spelled during the month, there will be a whole school reward (music over the loudspeaker, rolls for a “graffiti wall”...). Many teachers also use the ticket count for class rewards. We have decided that we will begin to share these successes in the hallway by creating an Eagle’s nest in each wing. Every time a class receives a given number of tickets within the week, they will receive an egg, or a feather to place in the nest.



Last month, there was a section in the newsletter about the core value spirit sticks given out monthly. The spirit sticks are collected by the students, and many of them display these on their backpacks. The core value for the month gives the students a focus. Teachers will teach lessons about this characteristic and be on the lookout. Classroom teachers have three sticks for each value. If all sticks are not given out during the month, a student may earn this in the following months.

Children feel a sense of pride and accomplishment when they receive tickets or spirit sticks! Recognizing our students makes a difference.

There will still be occasions in which students need support for the behaviors they exhibit. We apply a restorative justice approach to these behaviors. 77% of kids who responded to a national survey agreed that discipline does improve their behavior because it helps them learn right from wrong, though this opinion takes a slight dip among 9 and 10 year olds (only 73% think discipline is effective). As voiced by one wise 12-year-old female respondent: “I think teaching kids how to act and explaining to them what is right and what is wrong will help them behave better.”

We want to teach our kids and help them to realize their behaviors affect others. They take pleasure in being positive!



Office Referrals

Teachers at CES will almost always try to handle student discipline before seeking the principal's assistance. Just as we have tiers for academics, we have tiers for behaviors. Tier one behaviors are the behaviors that every teacher expects to encounter during the normal course of a day. These behaviors do not disrupt the teaching learning process for the other students in the class. These behaviors are considered minor in that they are not directed at another person or done intentionally to cause harm. A student might refuse to get started on class work as directed but then moves on to being actively engaged. Teachers will work with the student to reflect on what occurred. A parent may not be contacted at this point because the student works through the "grape-sized" problem.

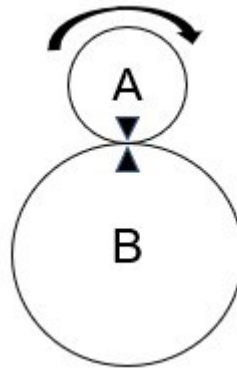
Tier two behaviors are considered to be done with purpose. They might be the repeated actions of what is normally considered a tier one behavior that the child controls after being made aware of the behavior and talking about strategies to regain control. The behaviors are disruptive to other students through repetition or intensity of the actions. The behaviors are directed at other people and show disrespect and inappropriate actions and/or language. Parents will be contacted for these behaviors in order to make parents aware and for the home and school to work together in order to help the child.

Tier three behaviors will come straight to the principal. These behaviors show aggression/implied violence, inappropriate language directed at another person, bullying/harassment, property destruction, elopement, interrupt or distract others from their work, or other behaviors that jeopardize safety.

We take a restorative justice approach to discipline. Our first concern is the student who was wronged. We need to help the offending student understand how his/her actions affected the victim. We do not ask for an apology because that is a simple solution that may not be heartfelt. The student may offer an apology, but when that happens they are reminded that an apology cannot be believed/trusted for weeks. This is so because that would mean that the student has not repeated the offense or acted against the same person. We want the student to figure out a way to "make it right" for the person who was affected. If a student destroys property, they are responsible for replacing that property. If the student makes a mess, they are responsible for cleaning the mess and may offer to clean the room for additional days to show they truly understand their actions were rude. Any consequences are logical to the situation; for example, if the situation arises during recess, the consequence will take place during recess.

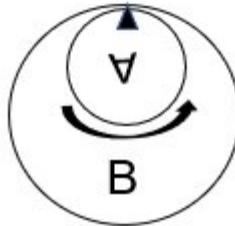
Working together, home and school have enormous effects on the students.

How many complete turns does circle A make to rotate around the outside of circle B once if circle A is one-half



the size of circle B. (Note: Diagram is not drawn to scale.)

How many complete turns does circle A make to rotate around the inside of circle B once if circle A is one-half



the size of circle B. (Note: Diagram is not drawn to scale.)

3. To get a square photograph to fit into a rectangular frame, Brian had to trim a 1-inch strip from each of two opposite sides of the photo and a 2-inch strip from each of the other two sides. In all, he trimmed of 64 square inches. What were the original dimensions of the photograph?

The following students have been chosen as a Soaring Eagle or Bucket Filler (kindergarten) during the month of October:

(K) Finn, Anna, Evan, Noah, Paislee, & Caleb (1) Olivia, Braylee, Emmeline, Antonella, Joseph, Connor, Jackson, Olivia, , Autumn, & Matt (2) Kylie, Rena, & Isaiah (3) Amelia, Olivia K, & Cararose (4) Zach, Ani, & Michael (5) Aneila & Hadleigh (6) Brendan, Darby, & Kyleah

Congratulations! Thank you for being a terrific role model to your peers!