

# CHAPLIN ELEMENTARY SCHOOL NEWSLETTER



Volume 5 Issue 4 Follow us on Twitter at Kevin Chavez@ChaplinElementa

February 2023

## From the Principal...

K. Chavez

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Dear Parents and Guardians,

Friday, February 17 was a professional development day for the teachers and related services at CES. Often times, we find ourselves digging deeper into curriculum as well as the strategies and methodologies that are scientifically proven to have positive results with learners. We may meet with specialists from the different publishers to learn more about the delivery of curriculum and programs.

The past two professional development sessions focused on behavioral needs and the culture at Chaplin Elementary School. We strive to create and maintain a culture in which: students are given voice, empathy is integral in how we respond to one another, students are taught how to resolve conflict before seeking adult assistance (unless it is a situation that poses a risk or threat to anyone), and collaboration is more than just working together.

Our families are one of the key components that help to hold the school culture together. There are actions that each of you take with your child that help to support all the children of CES. There are times that I reach out to ask for your assistance. For example, we do not have bus monitors, but our beliefs and values should follow the children when they are in an environment that does not have somebody keeping an eye on them. We ask them to monitor their own behaviors. I ask students to help one another with reminders when they notice a behavior that is not kind or safe.

K Chavez

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*At Chaplin Elementary 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.*

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## Important Dates

- March 6– Trimester 2 ends
- March 15– Reports Cards sent home
- March 22– Evening Parent-Teacher conferences
- March 23– Afternoon Parent/Teacher conferences
- March 23 and 24– early dismissal
- March 6—24 One School, One Book: Fenway and Hattie (Calendar coming home with the book)

# What Our Children Deserve

During the recent session with teachers, they were asked to record their core beliefs that underlie our work as educators in regards to PBIS (Positive Behavioral Interventions and Support). Below are a few of the responses:

- ◇ Everyone's voice should be heard; see the value in everyone and everything.
- ◇ Students should be aware of role models , but the majority of the class should feel as though they are a role model for some behavior/activity/subject.
- ◇ Restorative thinking: How can I do better?
- ◇ Every child has the right to be physically and emotionally safe at school.
- ◇ It is possible to create schools and classrooms where a climate of safety and respect enables children to thrive and succeed.
- ◇ Children will learn best when they have a relationship with the adults in their classroom.

It is these common core beliefs that allow our students to move from one location within the school to another and maintain their feelings of safety and comfort. These beliefs guide the culture of the building. However, they are not the glue that holds our community together. The beliefs give us the ability to be sensitive during certain situations; it allows people to get emotional and react impulsively, but to also behave and respond in predictable ways.

So what does hold the school culture together? This is a complex answer as it includes: the school mission, language, humor, routines, ceremonies, norms/unwritten rules, roles, symbols (Soaring Eagles tickets & Spirit Sticks), values and beliefs. Yet, one of the most important components is not in the building on a regular basis– YOU! Our parents and guardians are an integral part of everything we do at CES.

From the way adults support the children in their academics to everything that happens on the bus or the playground, we are their role models. Whichever behavior the children see from the adults is the behavior they trust to be acceptable, and this impacts their decision making. If we respond to missteps in a fashion that respectfully shows frustration, we show the children that mistakes happen as part of daily life, but we can maintain a sense of composure.

When misbehaviors occur at school, we deal with them as promptly as is possible. This allows the children involved to be close enough to the event to be able to recall it. However, promptly does not always mean in the moment, as children require time to process on their own and to be able to be reflective. We try to show the child who was mistreated that the situation is being handled by a trusted adult. At the same time, children will not know the details of what has occurred as respect is given to both parties. When a child comes home and says that nothing was done about a given situation it is because the disciplinary action was not done in front of other children. We always want to send the message that all people should be treated in a way that shows civility and respect. Even if degrading words are not directed at a specific student, children get the idea that it is okay to use those words if no one challenges the idea of speaking in such a way because they are angry.

School is complicated! School is technical! School is personal! The future of our students is so precious; we have a joint responsibility to one another to be the best we can. Each teacher relies on everything that happens in a student's life because every experience affects the child in more ways than we can think of. Children come to school with so many different feelings– glad to go to a place they feel secure, glad to be in a place they receive attention, insecure academically, resistant because school is difficult, sad to leave their parents, frustrated. Working together, we will help our children reach their potential!

## Upcoming Activities– One School, One Book

A book will go home with the youngest child in each family to keep along with a calendar with the reading schedule by chapter. We keep to one chapter a night and three over the weekend. The book is appropriate for all ages at CES. We ask families to read together each night as the students and teachers will talk about the book each day. Staff at CES are preparing videos that will be placed on the school website for children to listen to a staff member read to them if there are nights that the family cannot read together. The following morning, multiple trivia questions will be asked that are specific to different grade levels– PK-K, 1-2, 3-4, & 5-6. Children will have the opportunity to write a response (with adult help where needed). All correct responses are sent to the office where a response will be chosen at random, and that child will receive a small prize.

Our goal is to get all families reading together and to have some fun with an enjoyable story. We hope every family will engage and make this an enjoyable event for the students!

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

(K) Emma, Ivy, & Marco (1) Colton, Carson, Avery, Noah, Jillian, Evan, & Elise (2) Antonella, Braylee, Devin, Emmeline, Catie, & Kalina (3) Bella, Jack, Titan, Sophia, & Isaiah (4) Carley, Drew, Olivia, & Dara (5) Kaylee, Myles, Jeremy, & Megan (6) Eli, Sam, & Davidson

The recipients for the Respect Spirit Sticks in February are: PK– Giovanna, Briella, & Hetvi; K– Ivy; G1– Evan, Alyvia, Ava, & Avery; G2– Kalina & Antonella; G3– Noah M, Jack & Maximus; G4– Ella; G5– Isabella & Jaharvi; G6– Aneila, Justin, Eli & Jayce

Thank you for showing Respect to your classmates, teachers, and the school. It is through behaviors that model how to treat others that everyone learns to be just a little bit better each and every day!

