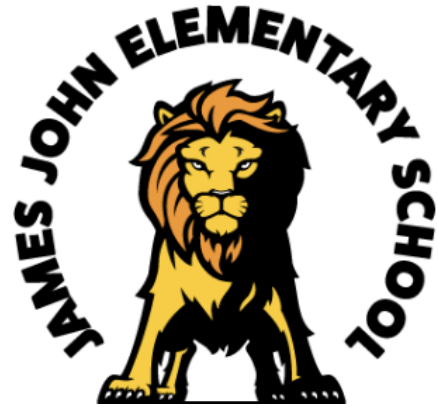


James John Elementary

The Pride of St. Johns

2025-2026

School Climate Plan



True North Mission

At James John Elementary, we take a collective responsibility to educate the whole student to their highest academic and social potential. To achieve this, we will ensure our teacher reflective practices honor student identity and culture so students thrive academically, socially and emotionally. We will examine our data driven instruction, curriculum and assessments to meet parent, state and district standards. At James John Elementary, we are building the stepping stones for future leaders who will have the confidence to be innovators.

Vision

It is the vision of James John Elementary School to inspire achievement through high expectations and standards.

- We will provide and expect a safe, responsible and respectful environment for learning.
- All students will have the opportunity to achieve their highest academic and social potential.
- We will promote awareness and appreciation for all individual differences and embrace every diversity.
- We will integrate new ideas and techniques based on a foundation of proven practices.
- Curriculum, instruction, and assessment will be aligned with district and state standards.
- Our curriculum will educate the whole child to include art, music, technology, library, health and fitness, service learning, and environmental sciences.

All students can learn positive behaviors, if given enough time and the right support.

Core Values

Community, Perseverance, Kindness, Integrity

WHAT IS SCHOOL CLIMATE?

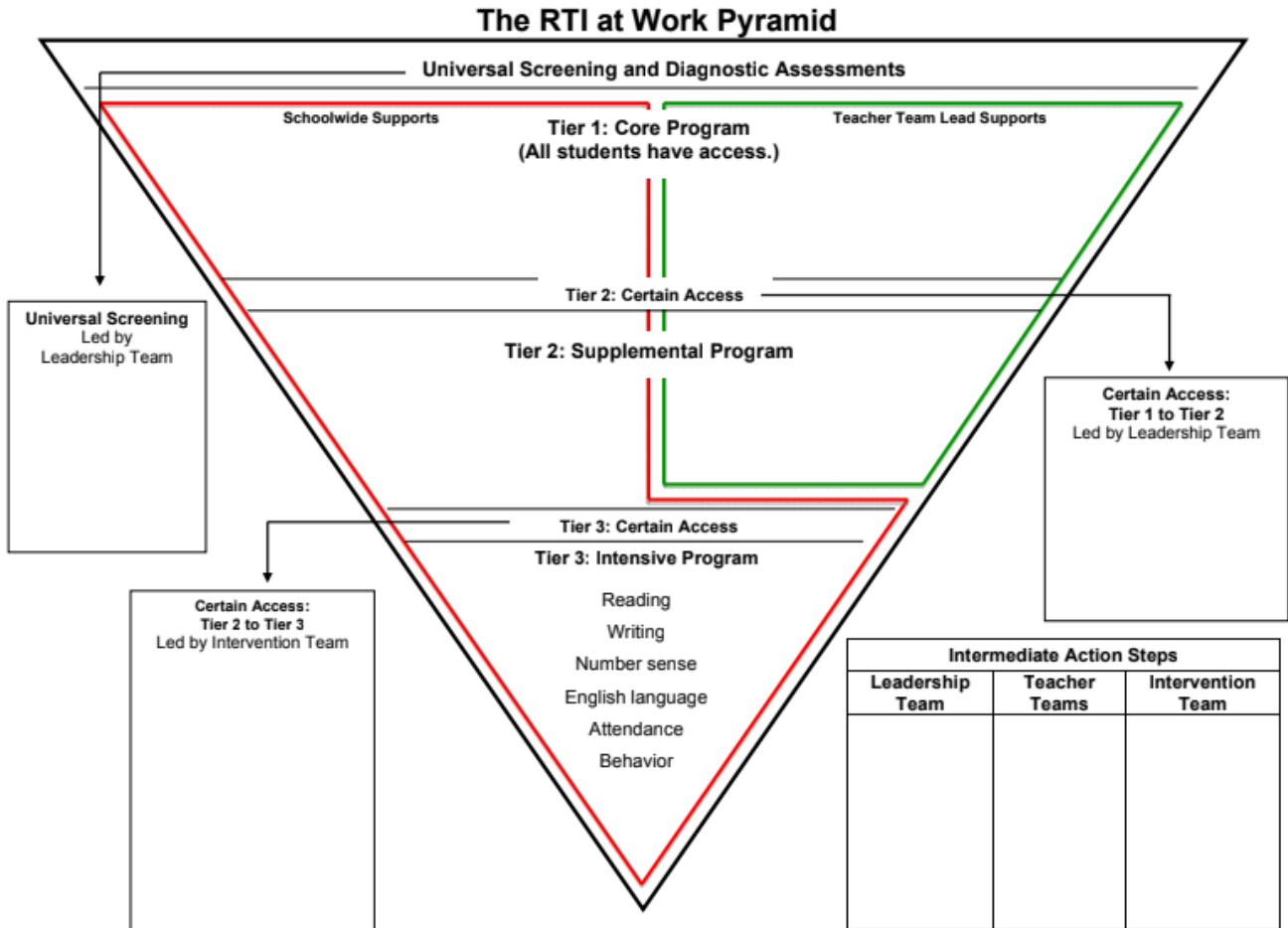
SCHOOL CLIMATE OVERVIEW

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 System 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 **universal supports (Tier I)**. Additional support is provided for students that need it through **targeted interventions (Tier II)**, and **individualized interventions (Tier III)**. These tiered academic and behavioral interventions help eliminate barriers to learning and enable every student to successfully reach their full potential.



CULTURALLY RESPONSIVE POSITIVE BEHAVIOR INTERVENTIONS & SUPPORTS (CR-PBIS)

Our definition of cultural responsiveness within SWPBIS includes the following core components:

1. Identity
2. Voice
3. Supportive Environment
4. Situational Appropriateness
5. Data for Equity

[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** co-constructed expectations of the school and classroom community,
2. Actively **acknowledge** kids when they are following the expectations,
3. Instructionally **redirect** behavior using restorative practices.

Research shows that when school staff acknowledge positive behaviors at least three times more often than redirecting behavioral mistakes, positive behavior increases significantly.

The school climate team 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 is explicitly addressed at every decision point.

The school climate team brings together all stakeholders to:

- Develop and promote school values
- Develop common area expectations for all parts of the building
- Design lesson plans and schedules to teach common area expectations throughout the year.
- Create and maintain systems to acknowledge students who are following expectations. This may be acknowledgement tickets, assemblies, or awards for individuals, classes, grade levels, etc.
- Develop school wide policies that are proactive, preventative and restorative.
- 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 use the [Panorama Successful Schools](#) survey data and to systematically assess and review student and family voices and adjust our practices to reflect the needs of our community.

RACIAL EQUITY & SOCIAL JUSTICE (RESJ)

The Board of Education for Portland Public Schools is committed to the success of every student in each of our schools. The mission of Portland Public Schools is that by the end of elementary, middle, and high school, every student by name will meet or exceed academic standards and will be fully prepared to make



productive life decisions. We believe that every student has the potential to achieve, and it is the responsibility of our school district to give each student the opportunity and support to meet his or her highest potential.

James John prioritizes racial equity work aligned to the vision set forth in the [PPS Graduate Portrait](#) that is committed to Culturally-Responsive Positive Behavioral Interventions & Supports, Multi-Tiered Systems of Support, Restorative Practices, Equity, and Social Emotional Learning.

SOCIAL EMOTIONAL LEARNING

Social and Emotional Learning (SEL) is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions, and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions. ([CASEL](#))

In PPS, we embrace Transformative SEL—which is a form of SEL implementation that concentrates SEL practice on transforming inequitable settings and systems, and promoting justice-oriented civic engagement.

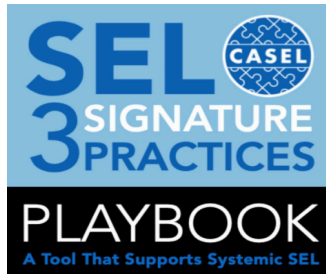
“Transformative SEL” is a process whereby young people and adults build strong, respectful, and lasting, relationships that facilitate co-learning to critically examine root causes of inequity, and to develop collaborative solutions that lead to personal, community, and societal well-being. This form of SEL is aimed at redistributing power to promote social justice through increased engagement in school and civic life. It emphasizes the development of identity, agency, belonging, curiosity, and collaborative problem solving within the CASEL framework. ([CASEL](#))

[CASEL's 3 Signature Practices](#) intentionally and explicitly help build a habit of practices through which students enhance their SEL skills: self-awareness, social awareness, self-management, relationship skills, and responsible decision-making. They provide a framework for supporting teachers in fostering a supportive environment and promoting SEL. The 3 Signature Practices can be put into practice without extensive professional learning. They can be incorporated into any K-12 [lesson](#), [community meeting](#), or [staff meeting](#) through carefully choosing, effectively facilitating and thoughtfully debriefing a: [Warm Welcome](#), [Engaging Activity](#) & [Optimistic Closure](#).

To support current and future social and emotional needs, trauma-informed science reminds us of the need to:

- Elevate student's **cultural assets, voice, and agency**
- **Strengthen relationships**, community, and sense of belonging
- **Affirm student identities** and lived experiences
- Incorporate social and emotional skill building into **academic learning**
- Establish consistent and **predictable routines**
- **Build trusting relationships** with students and families through clear and transparent communication





James John TSEL Curriculum

Caring School Communities

All James John every classroom begins each day with the Caring School Communities Curriculum and circle practice. Holding effective, consistent, and engaging [Morning Circles](#) and [Class Meetings](#) support Tier I access for all students. Teachers are encouraged to use the CSC resources of Chat Cards (K-1) or Topic Weeks (2-5) to pre-teach and support a variety of events and/or issues that arise in the classroom.

Goals: To help students become caring, responsible members of their school communities and grow into humane, principled, and skilled citizens of democratic society by:

- Building caring relationships
- Explicitly teaching social and emotional skills
- Creating calm, orderly learning environments through effective classroom management
- Helping students develop self-discipline through a teaching-and learning approach to discipline

[Scope and Sequence Across the Grades \(K-8\)](#)

SCHOOLWIDE VALUES AND COMMON AREA EXPECTATIONS

Our School's Core Values are

1. **Perseverance:** We work through and overcome challenges
2. **Community:** We all belong
3. **Integrity:** We make the right choices
4. **Kindness:** We care about others and our learning community

Our Core Values were created with student, staff, and family 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 James John 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

James John Core Values Operationalized:



James John Core Values Expectations

*Classroom teachers will have students create operational definitions for their learning community at the start of each school year.

	Community	Integrity	Perseverance	Kindness
Hallways	-Keep calm and move along -We help our community teach and learn, we keep hallway voices down (level 0-1)	Walking quietly with hands to self without being reminded Admire wall hangings with eyes only	Get where you need to go Maintain expectations even when others are not Walk	Quiet waves and smiles at friends Notice student hallway work
Bathroom	-Don't be mean, keep it clean! -We respect each others privacy	Go, flush, wash, leave -straight back to class -pick up paper towels and throw them away	Complete your task and return to class Don't engage in inappropriate behavior	Put trash in the trash can Use the toilet promptly Give one another privacy
Cafeteria	-Make like a train and chew, chew, chew -We help our table clean up and go out to recess to have fun.	I wait patiently in line I take turns at the condiment cart Level 0, 1, or 2 voice I clean up after myself	Maintain expectations even when others are not I stay in my seat	Sitting with friends Include others in your conversations Eating your food only. Extras in the "No Thank you" trolley.
Playground	-We stick together - stay on campus -Together is better - let people join our games -We have fun and keep our school safe -We help collect and return the playground equipment	Returning balls (recess equipment) to "Cart O'Fun" Throwing trash away Stop playing and line up when the whistle blows Always follow the rules of the game	I problem-solve with peers before seeking assistance from an adult I try different strategies to resolve conflicts	I welcome others to play I use kind words I listen to the words of others I share with others I take turns
Classroom	-Work together - let's get the job done! -We care for each other and help each other learn -We are in this together!	My choices reflect our James John Core Values and I will be accountable when they don't	Growth mindset: if at first you don't succeed, try, try again. Use multiple strategies to solve a problem. Embrace new challenges. Set examples for others to follow.	I take care of all supplies I encourage my classmates I stand up for what is right I listen to my teacher the first time I help with class jobs

TEACHING COMMON AREA EXPECTATIONS

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

[Common Area Expectations Teaching Schedule- CaRE Fair](#)

[Common Area Expectations Teaching Slides with Lessons](#)

[Common Area Expectations Posters](#)



SCHOOLWIDE (TIER 1) CLIMATE PRACTICES

Each James John 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:

- A warm greeting by name each morning
- Classroom Community Agreements defining and actioning the JJ Core Values: Community, Perseverance, Kindness, Integrity
- Community Circles
- Restorative Practices
- Pride of the Pride to acknowledge expected behavior
- School counselor classroom lessons 1x/month
- Social Emotional Learning classroom lessons with Caring School Community Curriculum
- Targeted whole class Social Emotional Lessons as needed with resources such as [ClassDojo Big Ideas](#), [GoNoodle](#), [PPS Community Meetings](#), [Zones of Regulation](#) or Teacher created lessons
- Common Area Expectation lessons three times per year
- Calming spaces in each classroom
- Integrated IEP/504 accommodations into Tier 1 practices (SpEd)
- Think Sheets to help reflect on behavior
- Consistent positive home/school communication through regular newsletters and notes, phone calls, messages, and/or emails with positive growth message
- Positive classroom management systems such as [CHAMPS/STOIC](#)

Remember: The behavior we give attention to is the behavior we will get more of in the future!

High Ratio of Positive Interactions

- ✓ When an adult interacts with a student who is exhibiting appropriate behavior, count the interaction as **positive**
- ✓ When an adult interacts with a student who is exhibiting inappropriate behavior, count the interaction as **negative**
- ✓ Aim for a ratio of positive to negative interactions of 3:1 or better

Increase Non-contingent Positive Attention

- ✓ Greet every student who enters the classroom
- ✓ Show an interest in students' progress during work periods
- ✓ Engage in conversations with students

Positively engage any student you recently had to interact with around misbehavior, showing that what happened is in the past

Increase Specific Praise & Positive Feedback

- ✓ Identify a specific problem behavior to reduce. Define and teach the opposite of this behavior. Ignore the problem behavior, and "catch" students engaging in new behavior with specific positive feedback.
- ✓ Post a visual reminder to praise students
- ✓ After praising one student, find another student who is exhibiting similar behavior and praise that student as well
- ✓ Acknowledge students using gestures, tangibles, points toward a class or individual reward, calling a parent to report success

Decrease Corrections

- ✓ Identify problem behaviors: teach expectations, and provide positive feedback when expected behaviors occur
- ✓ Pre-teach your expectations
- ✓ Ignore minor misbehavior if the behavior is attention-seeking in nature. Actively "catch" the students when they do engage in appropriate behavior
- ✓ Give positive feedback to other students who are engaged in appropriate behavior

Adapted from CHAMPS, Sprick R., 2009 v1.3.0

Remember: Our correction should never be louder or longer than the behavior we are responding to.

Calm, Cool & Collected

- Implement the consequence **calmly**
- Implement corrective consequences **consistently**
- Make sure the consequence **fits** the severity and frequency of the misbehavior
- Plan to implement the consequence **unemotionally**
- Plan to interact **briefly** at the time of misbehavior, without arguing

Menu of Classroom Corrections

- Pre-correction/Pre-teaching of expectation
- Use proximity correction
- Non-verbal cue
- Give student a choice
- Praise students who are behaving responsibly
- Give a reminder of the rule
- Give a gentle reprimand
- Humor (use carefully and without sarcasm)

Quick & Easy

- Planned discussion/Restorative chat
- Keep a record of the behavior
- Use planned ignoring (for attention-seeking behaviors)
- Implement a response cost lottery
- Time owed after class
- Time owed after school
- Reset (time out) at the student's desk
- Reset (time out) at another location in the classroom
- Reset (time out) in a buddy classroom
- Have student fill out a Think Sheet
- Restorative inquiry/circle/community service with the student
- Family contact

More time intensive

Adapted from CHAMPS, Sprick R., 2009 v1.2.18

CHAMPS CLASSROOM ACTIVITY WORKSHEET

Activity

Conversation

Can students engage in conversations with each other during this activity? Yes No Voice Level _____

If yes, about what? _____ With whom? _____

How many students can be included in a single conversation? _____

How long can the conversation last? _____

Help

How do students get questions answered? How do students get your attention? _____

If students have to wait for help, what should they do while they wait? _____

Activity

What is the expected end product of this activity? (Note: This may vary from day to day)

Involvement

Can students get out of their seats during the activity? Yes No

If yes, acceptable reasons include: _____ restroom _____ drink _____ hand/lick up materials _____ other _____

Do they need permission from you? _____

Participation

What behaviors show that students are participating fully and responsibly? _____

What behaviors show that a student is not participating? _____

Success!

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Craching Classroom Management

Introduction to STOIC Intervention Planning

Stoic: Someone admired for patience and endurance in the face of adversity.

These are the types of variables that can be modified in the CHAMPS approach.

STRUCTURE FOR SUCCESS

Identify any changes in physical arrangements, scheduling, procedures, supervision patterns, and so on that may have a positive effect on behavior.

TEACH EXPECTATIONS

Identify a plan to teach students to function successfully in the structure you have created. This can be as simple as a goal discussion or as involved as daily modeling and rehearsal of responsible behavior. The intervention plan must address when, where, and how positive expectations will be taught to the student.

OBSERVE AND MONITOR

- Short term—circulate through and scan the room continually.
- Long term—collect data to determine progress (or lack thereof) across time.

INTERACT POSITIVELY

- Provide noncontingent attention by greeting and showing an interest in the student.
- Provide contingent attention in the form of frequent positive feedback on behavioral and academic effort. When students are meeting your expectations, following your procedures, and engaging appropriately in academic tasks, provide age-appropriate positive feedback. This can be verbal, written, or to a limited extent, nonverbal. Your positive feedback should be specific, contingent, and non-embarrassing. In particular, look for opportunities to praise students for exhibiting the expectations that have been taught.
- Maintain at least a 3:1 ratio of positive to negative interactions. Be sure that students are getting, on average, at least three times more attention when engaged and exhibiting expected behaviors than when off task and violating expectations.

CORRECT EFFICIENTLY

Respond to misbehavior calmly, consistently, briefly, and immediately. Always correct respectfully. Determine how you will react to each type of misbehavior that may be related to this problem. Your goal is to be on "automatic pilot" when correcting any chronic misbehavior so you can keep your focus on instruction and on building positive relationships with targeted and nontargeted students.

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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 and III 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 practices and
- implement targeted Tier II and III behavior and Tier III academic interventions when needed.

The purpose of the SIT **IS NOT** to:

- track students as a means to Special Education Evaluation Planning and
- remove students or interventions from Tier 1 instruction.

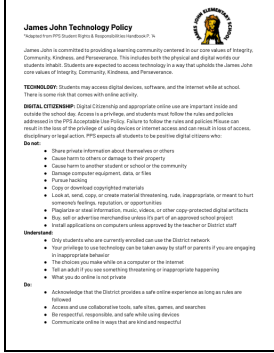
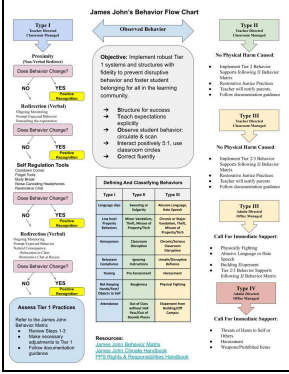
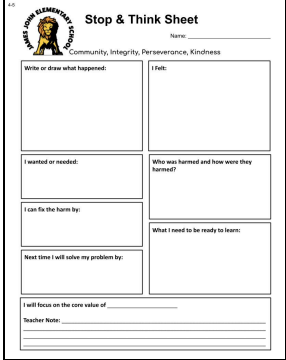
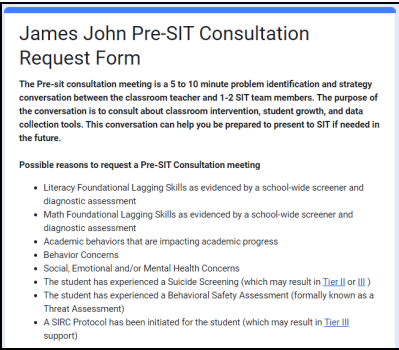
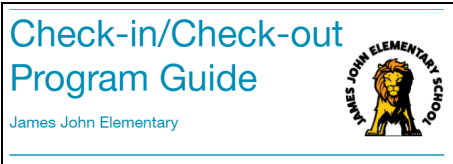
Utilizing an equity lens, the team considers the whole student when making decisions that affect their long-term educational experience and sense of belonging in PPS. SIT works to provide every student and adult what they need to thrive in the general education setting. **Families are notified about 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 Check and Connect Social/Emotional Skills Group
Example Tier III Behavior Practices & Intervention	
<p style="text-align: center;">PRACTICES (non-exhaustive)</p> Safety Plan Supervision Plan Planning for Managing Escalating Behaviors (with FBA/BSP)	<p style="text-align: center;">INTERVENTION (exhaustive)</p> Individualized interventions outlined in the FBA/BSP



DISCIPLINE POLICIES

James John has created and calibrated around a flowchart to describe how staff respond to unexpected behaviors. If a student is escalated such that the flowchart below does not meet their needs, they may utilize the school's deescalation space. De-escalation spaces are a predesignated space in the school, not the classroom, for students to de-escalate with adult support.

<h3>James John Technology Policy</h3>	<h3>James John Behavior Flowchart</h3>	<h3>James John Stop & Think K-5 + Visuals</h3>
		
<h3>James John Pre-SIT Consultation Request</h3>	<h3>James John Check In Check Out Program Guide</h3>	<h3>De-Escalation Space Plan</h3>
		<p>*Opt the border when plan entered or deleted</p>

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



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.

{Link folder that has view only access to anyone with link that includes all teachers' Effective Classroom Practices Plans}

{Link to YOUR school's schoolwide Guest Teacher Support System}

{Click here for Effective Classroom Practices Plan & Guest Teacher Support System Resources (CR-TFI Item 1.8) **Remove this link before publishing**}



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, by writing [Roar](#) slips and using specific [Positive Narration](#).

Description of our school-wide acknowledgement system:

James John Roars

**ROAR
RUGIDO**

NAME-NOMBRE: _____

Thank you for showing -
Gracias por mostrar -

KINDNESS-AMABILIDAD

INTEGRITY-INTEGRIDAD

COMMUNITY-COMUNIDAD

PERSEVERANCE-PERSERVERANCIA

FROM-DE: _____



All Areas:

- Teachers acknowledge behavior demonstrating Kindness, Community, Integrity, and Perseverance
- Teachers may choose to write a personal note to the student or leave it blank
- Adults and Students may award Roars to entire classrooms, as well as individuals
- Weekly acknowledgement/announce
- **Goal:** Each student to receive at least 3 Roars/Quarter

Common Areas:

- Agreements on EA/Para, Support & Specialist/Specials written ones contributing to student Roar count

Classrooms:

- Teacher Clarity - Agreements/Understandings on purpose, frequency, & language
- Establish routine to hand out Roars

Feedback and Improvements

Teacher Feedback:

- Pre-Service, Climate Team, Climate & Culture PD, Successful School Survey

Student Feedback:

- Community Circles, Successful School Survey, Student Leadership

Family Feedback:

- Climate Team, Site Council, PTA/Affinity Groups, Successful School Survey



Family Involvement & Feedback (edit with your school's monthly events/opportunities)

<p>AUGUST</p> <ul style="list-style-type: none"> ● Connect to Kinder ● Community Care Day 	<p>SEPTEMBER</p> <ul style="list-style-type: none"> ● Back to School Night ● SUN Latino Parent Night ● Climate Team Meetings ● Site Council Meeting 	<p>OCTOBER</p> <ul style="list-style-type: none"> ● SUN Latino Parent Night ● Climate Team Meetings ● Site Council Meeting
<p>NOVEMBER</p> <ul style="list-style-type: none"> ● Dia de los Muertos Celebration ● Conferences ● SUN Latino Parent Night ● Community Meeting ● Climate Team Meetings ● Site Council Meeting 	<p>DECEMBER</p> <ul style="list-style-type: none"> ● Site Council Meeting ● Climate Team Meeting 	<p>JANUARY</p> <ul style="list-style-type: none"> ● SUN Latino Parent Night ● Climate Team Meetings ● Site Council Meeting
<p>FEBRUARY</p> <ul style="list-style-type: none"> ● Black Excellence Celebration ● Connect to Kinder ● SUN Latino Parent Night ● Community Meeting ● Site Council Meeting ● Climate Team Meetings ● Staffing Survey 	<p>MARCH</p> <ul style="list-style-type: none"> ● SUN Latino Parent Night ● Climate Team Meetings ● Site Council Meeting 	<p>APRIL</p> <ul style="list-style-type: none"> ● Connect to Kinder ● SUN Latino Parent Night ● Site Council Meeting ● Climate Team Meetings
<p>MAY</p> <ul style="list-style-type: none"> ● SUN Latino Parent Night ● Climate Team Meetings ● Site Council Meeting 	<p>JUNE</p> <ul style="list-style-type: none"> ● Site Council Meeting ● Climate Team Meetings 	

FIDELITY DATA

Culturally Responsive Tiered Fidelity Inventory (CR-TFI) & Fidelity Implementation Tool (FIT)

This School Climate Plan is under continuous review using both the CR-TFI and domains in the FIT Assessment that pertain to strong and positive school culture and inclusive behavior/social emotional instruction.

These tools guide the action planning for the implementation of a positive school climate and connect directly with this School Climate Plan and the School Continuous Improvement Plan.

Current Improvement Plans

- [Click here for CR-TFI Action Plan Template \(CR-TFI Item 1.14\)](#)
- [Link SCIP Goals](#)

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 (update to 2024/25)

- Student Feedback
- Staff Feedback
- Family Feedback

