

Rosa Parks Elementary School

2024-2025



School Climate Plan

Mission

School's Mission Statement
The Rosa Parks Community honors diversity and challenges our students to succeed. We believe that all students will succeed. We believe that families are a child's first teacher and they want to provide the best for their children. We believe a partnership between families, staff, students and community leads us to our goals. We believe that family empowerment means providing families with the tools, skills, resources and support necessary to shape their future. We believe that dedicated, professional, diverse and committed staff is required for our success. We believe instruction and curriculum should be relevant, engaging and develop critical thinking. We believe that through working together we can impact the lives of all our students.

Vision

School's Vision Statement
At Rosa Parks School, we take full responsibility in creating a safe and caring school environment by prioritizing the social emotional needs of all students. Staff will closely collaborate at and across grade levels by examining the standards aligned curriculum and using data driven processes to inform our instruction. This will enable us to ensure that we engage our Black, Native American and Latino students in rigorous, standards based, culturally sustaining learning experiences. As a result our students will feel empowered to take initiative for their learning and classroom community.

Core Values

School's 3-5 Core Values
At Rosa Parks School, we take full responsibility in creating a safe and caring school environment by prioritizing the social emotional needs of all students. Staff will closely collaborate at and across grade levels by examining the standards aligned curriculum and using data driven processes to inform our instruction. This will enable us to ensure that we engage our Black, Native American and Latino students in rigorous, standards based, culturally sustaining learning experiences. As a result, our students will feel empowered to take initiative for their learning and classroom community.

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.

SCHOOLWIDE VALUES AND COMMON AREA EXPECTATIONS

Our School's Core Values are

Perseverance: Rosa Parks attendance has risen for two consecutive years. We have added a Pre-K program which is in its second year. We are also in our third year of Wit and Wisdom and teachers are feeling more comfortable teaching the curriculum. As a school we have also embraced the new math adoption iReady. Shifting staff mindset around teaching core instruction for all students, focusing on locus of control and growth mindset (e.g utilize the curriculum components and resources, district pd) and monitoring (e.g informal observations, attending PLCs and setting the expectations, walk throughs) As a school we have preserved through every obstacle which comes with being a title 1 school.

Community: Rosa Parks is a diverse school community located in North Portland. The school's minority population is 88%. The student-teacher ratio is 11:1 and the student population is made up of 55% female students and 45% male students. We have Principal/Assistant Coffee hours once a month along with site council meetings for the community. We provide students with multiple year around academic field trips along with multiple learning opportunities with after school activities provided by our partners Boys & Girls Club and SUN/SEI programming.

Integrity: Here at Rosa Parks we have high expectations for all students. This includes behavior, fairness, responsibility, academic honesty, trust, and respect. Always supporting classmates who are in need.

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 Rosa Parks Elementary School 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.

School wide common area expectations

Arrival & Breakfast Expectations

- Students will enter through the cafeteria door
- Hand sanitizer
- Get breakfast and have a seat
- When done eating, line up with your class under the covered area.
- No Running
- 7:53 students will walk to class with their teacher and unfinished breakfast
- Anyone who arrives after 7:53 will be offered breakfast and walk up the ramp to eat in class



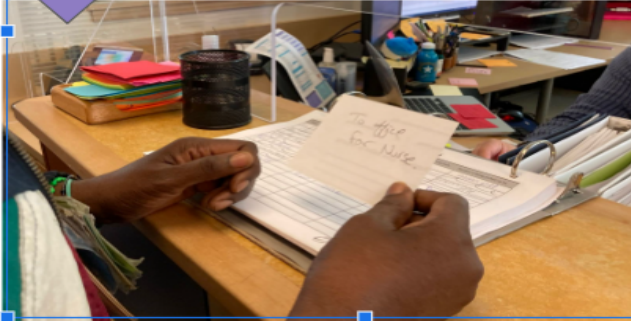
THE OFFICE

***Voice at 0 *Body in control**

Come in and up to the desk window



SAY WHY YOU ARE



Wait on a blue dot if someone

is already being helped They



helping you!



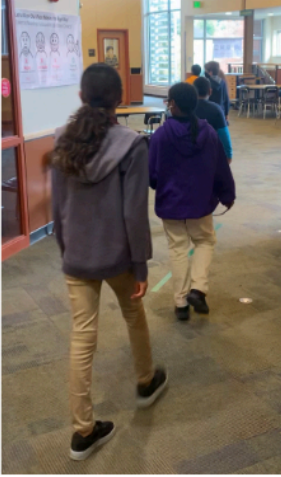
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Hallway Expectations

- **Be Kind** - In the hallway our voices are at a **0**.
- **Be Safe-** Walk with a purpose. Stay to the right. Go straight to your destination. No playing around or stopping along the way.
- **Be Respectful-** Ask your teacher before exiting the line.
- **Be Responsible-** Keep your hands to yourself! No touching the walls and windows. My hands can be at my sides, in my pockets, or crossed in front or behind my back.



Water Fountain











1. Place your water bottle under the spout.
2. Hold the button down until your water bottle is filled.
3. Place the top on **before** you begin your walk back to class.



Remember, if you are waiting for a turn **stand in line against the wall.**



Restroom Expectations

Be Kind	Voice Level 1-Whisper 	
Be Safe	Go, Flush, Wash, Leave 	
Be Respectful	Ask before you go. 	
Be Responsible	Move with purpose and return quickly. 	

- When waiting for your turn, please **stand in a line** against the wall.
- There is **no sitting** on the heater, the floor, or the window ledges.
- Make sure your trash goes **in** the trash can, not on the floor.
- Once you finish using the bathroom **stand in line quietly** in your teacher's designated spot.



Leave No Trace!

Outdoor Safety Expectations



Remember to close all doors and gates behind you or your last student.



Make sure all doors leading outside latch shut upon closing. This could be a responsible student job.



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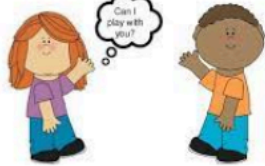


Recess Expectations



Now what?

Then I ask, "Can I play with you?" or "Do you want to play with me?"



- **Be Kind**- give compliments to each other. Ask someone who is alone to join your game. Don't screech or scream.
- **Be Safe**- Do your best to respect each other's space and be kind to each other.
- **Be Respectful** - Ask an adult when you need help or permission for something.
- **Be Responsible**- Move your body in a safe and responsible way. Move quickly to line up when the bell rings for lunch.



Technology Expectations



- **Be Safe**- Your voice should be at a 0 or 1, unless you are working on a group activity. Remember to plug in your headphones.
- **Be Kind**- Put your best effort forward when completing tasks on your device. Remember to recharge your chromebook and pause when your teacher is talking.
- **Be Respectful**- Ask for permission when using a website not on my.pps. Use only your assigned chromebook!
- **Be Responsible**- Hold chromebooks with two hands and treat them with care so the next person that uses your device gets one in good condition.



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P.E. Expectations

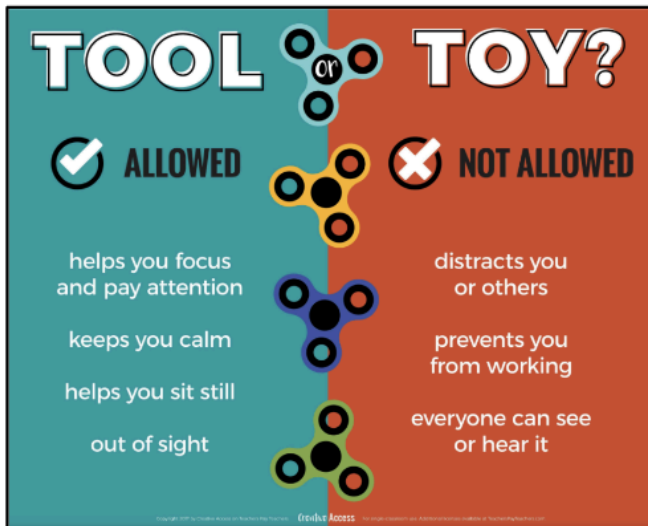
Library Expectations

Music Expectations

Art Expectations



Fidget Expectations



1. **One** fidget should be with you - **on or in your desk.** Others should stay in my backpack or at home.
2. Fidgets may not be **touched** by other students. This is for safety reasons, or we may not keep fidgets at school.
3. If my fidget is distracting myself or others, my teacher may ask me to put it in my backpack. **Nobody should see it or hear it.**
4. If reminded and it continues to distract, my teacher will hold it at their desk until the end of the day or week.



Tier I Implementation

Program Supports for All Students

Schoolwide Values and Common Area Expectations (1.3)

Our School Values are

1. **Be Safe:** Keep yourself and others from being hurt.
2. **Be Kind:** We all belong.
3. **Be Respectful:** Treat others the way you want to be treated.
4. **Be Responsible:** Do the right thing even when no one is watching or others are doing the wrong thing.

Posters have been made and 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 what it looks like in different common areas. This will help Rosa Parks School ensure that our school values are inclusive and affirming. These values were developed with student and staff input.

- These school values are important for the Rosa Parks school community because these are the four things that help students be successful in life. Our students need to understand and exercise Be Safe, Be Kind, Be Respectful, and Be Responsible on a regular basis to master the skills to be successful and prepared to be college and career-ready.
- These values are woven into our regular teaching practices in every lesson and in every class period throughout the grade levels, naming them with consistency and strategically teaching and reviewing them throughout the school year.

Common Area Expectations

[Posters](#)



Tier 1 Responses to Challenging Behavior

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

Calm, Cool & Collected

- Implement the correction **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 the misbehavior, without arguing

Quick and Easy

- Pre-correction/Pre-teaching of expectations
- Non verbal cues (e.g., hold up Mute button visual /expectation signs)
- Attention Signal
- 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)

More Time Intensive

- Planned discussions/ Restorative chats during office hours
- One on One virtual chat/lesson to review expectation
- Use planned ignoring (for attention seeking behavior)
- Reset (time out) of the synchronous learning activity (use with caution)
- Have a student complete a Reflection Sheet independently or collaboratively
- Restorative Inquiry with the student and/or family
- Family contact
- Engage in a [digital literacy learning lesson](#)



General Guidelines for Success Cafeteria Guidelines for Success

Time	Monday (Grade)	Tuesday (Grade)	Wednesday (Grade)	Thursday (Grade)	Friday (Grade)
11:05 - 11:30	Jackson Franklin	Jackson Franklin	Jackson Franklin	Jackson Franklin	Jackson Franklin
11:35 - 11:55	Greta Cynthia	Greta Cynthia	Greta Cynthia	Greta Cynthia	Greta Cynthia
11:55 - 12:15	Gretchen Timisha	Gretchen Timisha	Gretchen Capone	Gretchen Capone	Gretchen Capone

Cafeteria Guidelines for Success Chart

Supervision Expectations

1. All supervisors will circulate through the cafeteria, interacting with students in a friendly manner.
2. Students are expected to follow the Cafeteria Guidelines on display in the cafeteria and referenced above.
3. Cafeteria support staff will distribute incentives and consequences laid out below.

Lunch Incentives

1. Students are awarded Caught Ya Doing Good tickets by cafeteria support staff, which they can enter in a class drawing to be selected for the weekly School Store raffle.

Lunch Consequences

1. If a student violates an expectation, supervisors will use a firm, respectful voice to tell the student what they should be doing.



2. For repeat infractions, supervisors will implement a mild intervention including, but not limited to, positive practice or brief delay.
3. If a student refuses to follow directions or demonstrates unsafe behavior, calmly tell the student that s/he may choose to follow the directions. If a student refuses to follow directions, they will be referred to the office.
4. If a student refuses to go to the office the supervising adult will make no attempt to physically move him/her. Use other staff to alert the administration or send another student to the office to seek help.

Lunch Dismissal

1. The student raises a hand to be allowed to dump the tray and line up to await the teacher.
2. Teachers arrive ON TIME to pick up their classes.

Playground Guidelines for Success

Time	Monday	Tuesday	Wednesday	Thursday	Friday
10:45-11:05	Franklin Pepperwood	Franklin Pepperwood	Franklin Pepperwood	Franklin Pepperwood	Franklin Pepperwood
11:10-11:30	Shaqan Lakrea Cynthia	Shaqan Lakrea Cynthia	Shaqan Lakrea Cynthia	Shaqan Lakrea Cynthia	Shaqan Lakrea Cynthia
11:35-11:55	T. Wilson(MTW) Brucato	T. Wilson(MTW) Brucato	T. Wilson(MTW) Gretchen Brucato	Gretchen Brucato	Gretchen Brucato

**Staff Members have a Walkie Talkie on the Playground to communicate with the Front Office.*



Playground Guidelines for Success Chart

Playground Zones:

Duty staff is distributed around the following [playground zones](#) to ensure full coverage across the playspace.

- Zone 1: Tire Swing
- Zone 2: Play Structure
- Zone 3: Covered Area, Basketball Court

Active Supervision Responsibilities

1. Teachers **take students out to recess and support them for the first 5 minutes** to help students find games to play and communicate with recess duty staff if there are any students who may need extra social/emotional support that day.
2. All supervisors will circulate about their playground zone and avoid standing in one place.
3. Supervisors will be visible and interact positively with many students by greeting them and engaging in short and friendly conversations.
4. Report to duty on time.

What Active Supervision is NOT:

- Active Supervision is NOT chatting with other recess support staff during recess.
- It is not playing or talking on a cell phone unless it is to call the school in the event of an emergency.
- It is not playing games with students for extended times (this takes away from the ability to focus on student safety during recess).

Additional Playground Rules



Rosa Parks 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 de-escalation space. De-escalation spaces are predesignated spaces in the school, not the classroom, for students to de-escalate with adult support.

Teaching Expectations (1.4)

Lesson Plans/Policies and Schedules for teaching common area expectations in appendix.

Yearly Schedule for Teaching Common Area Expectations

Date
8-30-2024]: Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building-wide.
[1-2-2024]: Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building-wide.
[5-24-202]: Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building-wide.
As indicated by Rosa Parks discipline data 2023-2024

Active Supervision

Active supervision is the alert, proactive ability of the staff member to circulate within a group of students while interacting in a positive and constructive way, scanning for potential problems, and diffusing them before they arise, and motivating students to do their best and monitor their own behavior.

Overview of Systematic Supervision In All Settings

What is Systematic Supervision?

Systematic Supervision works well with students. It is a method of supervising students and physical spaces that will:

- help decrease problem behavior
- increase student cooperation



- make supervisors' jobs less stressful and more fun

How Does Systematic Supervision Work?

Systematic Supervision is based on the use of four key skills that increase supervisors' effectiveness:

1. Being Active

Being an active supervisor means:

- **Moving** around constantly in unpredictable, randomized patterns so you can see where students are and what they are doing
- **Visual contact** always have with your class (ex. walk beside, appoint leader, or walk in back)
- **Scanning** with your eyes and ears so you notice positive behaviors and potential problems right away

2. Being Positive

Being a positive supervisor means:

- **Connecting** with students by creating a friendly atmosphere and by making an effort to connect with individual students *and* with students in groups.
- **Positive reinforcement** is given to students when their behavior is appropriate by acknowledging it and letting students know you appreciate it.

3. Responding to Problems/Concerns

Responding effectively to students who are behaving in an uncooperative or difficult manner means:

- Responding to the problem behavior immediately or as soon as possible by speaking privately and respectfully with the student.
- Defining the problem and giving the student a choice to cooperate with a direction, correction, and/ or a predetermined consequence. If the student chooses not to cooperate, the consequence is carried out consistently.

4. Communicating

Communicating effectively means:

- Communicating with students in general, and teaching/discussing rules and expectations regularly.
- Communicating with parents about their children, school rules, and expectations, and inviting them to participate in school events and activities.
- Communicating with other staff formally through designated meetings and informally via individual contacts, and using data collection forms, such as behavior logs to document and share information about student behaviors.



The 6 Features of Active Supervision

	Feature	Elements/Components
1.	Movement	<ul style="list-style-type: none"> a. Constant b. High rate c. Randomized d. Targets known problem areas
2.	Scanning	<ul style="list-style-type: none"> a. Constant b. Targets both appropriate and inappropriate behaviors c. Targets known problem areas d. Uses both visual and aural cues e. Increases opportunities for positive contact
3.	Positive Contact	<ul style="list-style-type: none"> a. Friendly, helpful, open demeanor b. Proactive, non-contingent c. High rate of delivery
4.	Positive Reinforcement	<ul style="list-style-type: none"> a. Immediate b. Contingent on behavior c. Consistent (with behavior and across staff) d. High rate
5.	Instructional Responses (Low-Level responses)	<ul style="list-style-type: none"> a. Immediate b. Contingent on behavior c. Non-argumentative, non-critical d. Specific to behavior e. Systematic: correction, model, lead, test, and retest f. Consistent (with behavior and across staff)
6.	Consequences when instructional responses are not working	<ul style="list-style-type: none"> a. Neutral, businesslike demeanor b. Non-argumentative, non-critical c. Consistent (with behavior and across staff) d. Fair: non-arbitrary



TEACHING COMMON AREA EXPECTATIONS

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

SCHOOLWIDE (TIER 1) CLIMATE PRACTICES

Each student at Rosa Parks 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
- Attendance Awards
- Classroom Community Agreements
- Community Circles
- Caught ya tickets to acknowledge expected behavior
- School counselor classroom lessons
- Social Emotional Learning classroom lessons
- Common Area Expectation lessons three times per year
- Calming spaces in each classroom
- Flexible seating
- Think Sheets to help reflect on behavior

Rosa Parks School Teacher-Administrator Assistance Protocol

We believe that the primary and best person to help students work through difficult feelings and behaviors is always the classroom teacher. The classroom teacher spends the most time with children, knows the most about their children, and develops the deepest relationships with their children. We aim to contribute to the strengthening of the bond between student and teacher, and assist with tools for working with students who have challenges. We also aim to reduce, and eventually eliminate, exclusionary practices in our school for all but the more severe behaviors.

In accordance with Article 9 Section 4.1 of the PAT/PPS contract agreement, the following steps will be taken to respond to student behaviors:

1. Teachers will follow their student discipline plans set forth in their Effective Classroom Practices Action Plans.
2. If a problem persists, the teacher will speak calmly and directly to the student, asking what the issue is, that the expectation is, and how they can help.
3. If the problem persists, the teacher will have alternate space for the student.
4. If the problem persists, the teacher will call the office for administrator support. An administrator, counselor, or designee will go to the teacher's classroom and either a) stand in presence, b) sit with the student to support them, or c) take over teacher's class at an acceptable transition so that teacher may confer with the student privately. The administrator, counselor, or designee will stay for 5 minutes, encourage the child to do their best, and leave.
5. If a problem persists, the teacher will enter a stage 2/3 incident report and call family.



6. For dangerous behaviors (hitting, hard shoving, striking, throwing objects forcefully, etc.) teacher will conduct a **room clear**. The administrator will come and remove the student from the situation. **If a student leaves damages or mess, do not clean or fix it.** The student will return to do so in accordance with the restorative process.
7. For problems between students, please email administrators to schedule a conference time. At the scheduled time, administrators will come pick students up and conference with them, and take them back to class.
8. For students who need to see the nurse, call the nurse and inform them of the student's arrival.
9. For SES students, follow the same protocol, except radio SES staff for support. If unavailable, administrator or designee will come to support.
10. **Do not send students to the office unless you are called by the office to send them.** If they say that office staff told them to come down... the default is that *no we did not*.
11. For counselor visits, students will need to fill out a request slip (name only for K-1) and this counts as their hall pass to bring it to Ms. Moller.

Data shows an overrepresentation of Black students for exclusionary discipline everywhere - including Sabin. We will do our part to reduce disparities and help teachers build capacity to deepen relationships with Black and Brown students, and all students. **We are no longer sending students out of class.**

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.

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	
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.

MDefining Behaviors

General Guidelines for Success Leveled Behavior Continuum

WHAT SUCCESS LOOKS LIKE		Stage 1	Stage 2	Stage 3
		Managed by Teacher in All location	Referral that will wait for Administrator	Immediate Administrative Assistance
		Student remains in classroom Refer to Self in Synergy	Student remains in classroom Teacher must contact parent Refer to SMS/Administrator SMS/Administrator response within 24 hours	Student is removed from classroom Teacher & SMS/Administrator must contact parent Refer to SMS/Administrator SMS/Administrator responds with email within 24 hours
Perform Your Best	<ul style="list-style-type: none"> Do your best Participate in all activities Arrive to class on time 	<ul style="list-style-type: none"> Work refusal Refusal to follow staff directions 	<ul style="list-style-type: none"> Refusal to follow staff directions Returns to seat or work after repeated prompts 	<ul style="list-style-type: none"> Refusal to follow staff directions AND stops the learning process for entire class Refusal to return to seat or work after repeated prompts AND stops learning process for entire class Leaving Class without permission



Violation Code on Synergy		<ul style="list-style-type: none"> Talking too loudly Mild defiance Cheating 	<ul style="list-style-type: none"> Appropriate Learning Environment Stage 2/3 Attendance and punctuality stage 2/3 	<ul style="list-style-type: none"> Appropriate Learning Environment Stage 2/3 Attendance and punctuality stage 2/3
Act Responsibly	<ul style="list-style-type: none"> Hands, feet and objects to self Manage materials Complete work Turn in Homework Clean up after yourself always walk 	<ul style="list-style-type: none"> Property damage (writing on desk, breaking pencils) Poking Posturing Play-fighting 	<ul style="list-style-type: none"> Theft of items Property damage Stops Posturing, play-fighting, or throwing after prompts 	<ul style="list-style-type: none"> Theft of items in teacher rooms, or other areas in building Throwing items at others with the intent to harm Physical violence Repetitive disruptive behavior (throwing object, posturing) Possession of prohibited items (weapons, alcohol, drugs)
Violation Code on Synergy		<ul style="list-style-type: none"> Taking others property Pushing or shoving Running Bothering/pestering 	<ul style="list-style-type: none"> Protection of Property -Stage 2/3 	<ul style="list-style-type: none"> Protection of Property -Stage 2/3
Courageous	<ul style="list-style-type: none"> Ask for help Help others include others Be a Role Model 	<ul style="list-style-type: none"> Failing to help other Gossiping Teasing Name calling Put downs 	<ul style="list-style-type: none"> Bystander in a fight Inciting a fight Verbal harassment impacts attendance Cyber bullying impacts attendance 	<ul style="list-style-type: none"> Encouraging physical violence when violent act is under way Verbal harassment AND stops learning process for entire class
Violation Code on Synergy		<ul style="list-style-type: none"> Teasing/put-downs Excessive talking Bothering/pestering 	<ul style="list-style-type: none"> Physical Safety Mental Well-being- Stage 2/3 	<ul style="list-style-type: none"> Physical Safety Mental Well-being- Stage 2/3
Kind & Respectful	<ul style="list-style-type: none"> Use kind words, Follow staff directions Hats off Dress appropriately 	<ul style="list-style-type: none"> Name calling Profanity Argumentative with peers 	<ul style="list-style-type: none"> Use of profanity Significant back talk Refusal to calm down and discuss later Sexual harassment reported or witnessed 	<ul style="list-style-type: none"> Refusal to cease profanity AND stops learning process for entire class Threaten to harm someone Threat to harm self Power struggle with no resolution Refusal to go to a time-out Sexual-harassment Insubordination
Violation Code on Synergy		<ul style="list-style-type: none"> Mild defiance Mild cursing Excessive talking Not following staff directions 	<ul style="list-style-type: none"> Physical Safety Mental Well-being- Stage 2/3 	<ul style="list-style-type: none"> Physical Safety Mental Well-being- Stage 2/3



WHAT SUCCESS LOOKS LIKE		Stage 1	Stage 2	Stage 3
Possible Consequences	<ul style="list-style-type: none"> Gentle reminder 	<ul style="list-style-type: none"> Formal warning 	<ul style="list-style-type: none"> Active but restricted recess (ex: "walk the perimeter") In School Suspension. School community service (ex: behind the scenes lunch job, help custodian) Altered school-day schedule (ex: switch classes, attend lunch/recess with a lower grade) Conference with Administrator Parent, teacher, student conference Home visit Lunch Detention 	<ul style="list-style-type: none"> Determined by Administrator according to Student Rights and Responsibilities Handbook
WHAT SUCCESS LOOKS LIKE		Stage 1	Stage 2	Stage 3
Possible Interventions -Choose an intervention -Implement for 2 weeks and collect data on effectiveness	<ul style="list-style-type: none"> Caught Doing Good tickets Self-manager/Pride Pass In classroom rewards Student receives positive praise 	<ul style="list-style-type: none"> Positive Practice Re-teach Rule Change seating Gentle reprimand Keep in proximity Pre-correction Private direction Restitution Time out (out of class- less than 15 minutes) (Grades 3-5) Time out (in class 5-10min) Warning SIOP Strategies 	<ul style="list-style-type: none"> Family contact Praise for taking responsibility Identify replacement behavior Redirect student Modify/differentiate work Behavior contract Identify "safe place" to cool off Check-in/check-out Social stories Interest Inventory Parent conference with administrator "Chunking" Information Structured lunch/recess (Lunch Bunch) 	<ul style="list-style-type: none"> Opportunity for school service Daily tracking sheet Detention Student Intervention Team (SIT) Behavior support plan Safety plan Major suspension program Notify authorities Meaningful work Visual and oral directions Individualized intervention Group interventions



Assembly Guidelines for Success

[Assembly Guidelines for Success Chart](#)

Supervision Responsibilities

1. Model assembly expectations with the class before all assemblies.
2. Teachers lock classroom doors and then escort classes quietly to assigned seating.
3. Sit with your students to model and monitor expected behaviors.
4. Staff closest to students not following expectations will remind students of expectations and will enforce consequences, including escorting students to the office.
5. If a student continues to be disruptive, the student may be sent to the office to wait until the end of the assembly.
6. When arriving back at class, check in with the class about how we did as a class at meeting the 4 B's during assembly.

DISCIPLINE POLICIES

Rosa Parks Elementary School has created and calibrated 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 de-escalation space. De-escalation spaces are predesignated space in the school, not the classroom, for students to de-escalate with adult support.

Rosa Parks 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 de-escalation space. De-escalation spaces are predesignated space in the school, not the classroom, for students to de-escalate with adult support. This room is located in Dr. Wilson's office room A112.

[Rosa Parks Leveled Behavior Continuum: Definitions and Guidelines](#)

[Rosa Parks Behavior Responses](#)

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.

Teachers' Effective Classroom Practices Plans

Guest Teacher Support System

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 acknowledges students exhibiting our core values verbally and by the [School-wide Acknowledgement System](#), [Class Caught Ya Acknowledgment System](#) along with specific praise.

Description of our school-wide acknowledgment system:

- Using the 4 B's Be Safe, Be Kind, Be Respectful, Be Responsible
- If a grown-up says "Zeros Up" frozen bodies, no voices, zeros in the sky, look at the teacher for instructions
- Be Responsible- Keep your hands to yourself, no touching the walls and windows.
- We have Climate Awards Assemblies where students are recognized



Family Involvement & Feedback

AUGUST <ul style="list-style-type: none"> ● Connect to Kinder 	SEPTEMBER <ul style="list-style-type: none"> ● Back to School Night/Title 1 Night ● Climate Team Meetings ● Site Council Meeting ● Principal/AP Coffee Chat ● Awards Assembly 	OCTOBER <ul style="list-style-type: none"> ● Climate Team Meetings ● Site Council Meeting ● Principal/AP Coffee Chat ● Awards Assembly
NOVEMBER <ul style="list-style-type: none"> ● Conferences ● Climate Team Meetings ● Site Council Meeting ● Principal/AP Coffee Chat ● Awards Assembly 	DECEMBER <ul style="list-style-type: none"> ● Site Council Meeting ● Climate Team Meeting ● Principal/AP Coffee Chat ● Awards Assembly 	JANUARY <ul style="list-style-type: none"> ● Climate Team Meetings ● Site Council Meeting ● Principal/AP Coffee Chat ● Awards Assembly
FEBRUARY <ul style="list-style-type: none"> ● Black Excellence Celebration ● Connect to Kinder ● Site Council Meeting ● Climate Team Meetings ● Principal/AP Coffee Chat ● Black History Assembly 	MARCH <ul style="list-style-type: none"> ● Climate Team Meetings ● Site Council Meeting ● Principal/AP Coffee Chat ● Awards Assembly 	APRIL <ul style="list-style-type: none"> ● Connect to Kinder ● Site Council Meeting ● Climate Team Meetings ● Principal/AP Coffee Chat ● Awards Assembly
MAY <ul style="list-style-type: none"> ● Climate Team Meetings ● Site Council Meeting ● Principal/AP Coffee Chat ● School Community Cultural Celebration Event ● Awards Assembly 	JUNE <ul style="list-style-type: none"> ● Site Council Meeting ● Climate Team Meetings ● Field Day 	

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

- [Action Plan Action Plan here](#)
- [Fall SCIP_PPS_2024-2025_Rosa_Parks](#)

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.

Recent Successful Schools Survey Data

- [Successful Schools Survey Link HERE](#)

