

ROSE CITY PARK K-5



Rose City Park ES

2025-26 School Climate Plan

Mission

We are committed to cultivating a strong sense of belonging among students, families, and staff, promoting mutual understanding and collaboration. By embracing multicultural perspectives and prioritizing social justice and academic growth, we aim to prepare our students to thrive as compassionate, critical thinkers who contribute positively to our community.

Vision

RCP is an inclusive, equitable and vibrant learning community welcoming everyone.

Core Values

Be Safe
Be Respectful
Be Responsible

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

Be Safe

Be Respectful

Be Responsible

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 Rose City Park 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

TEACHING COMMON AREA EXPECTATIONS

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

Common Area lesson plans: [Common Area Lesson Plans](#)

SCHOOLWIDE (TIER 1) CLIMATE PRACTICES

AREA	Be Safe	Be Responsible	Be Respectful
Classrooms, Media Center	• Walk • Keep hands and feet to self • Use materials for intended purpose	• Follow classroom rules • Keep work area clean • Return materials/books as directed	• Work quietly & cooperatively • Treat materials with care • Share materials & space • Use inside voices
Bathrooms	• Wash hands • Keep water in sink • Towels in trash cans	• Use the restroom quietly and quickly • Inform adults of problems / vandalism	• Give people privacy • Clean up after yourself • Flush toilet • Use inside voices
Cafeteria	• Walk • Sit while eating • Handle and eat your own food	• Clean your area • Recycle in designated containers	• Wait patiently in line • Use good manners • Welcome others to table • Use inside voices
Gym	• Use equipment only as directed • No food, drink, or gum • Think before acting	• Wear appropriate shoes for activity • Return equipment to designated area	• Show good sportsmanship • Help others when needed • Give best effort
Hallways/Stairs	• Walk on right • Keep hands & feet to self • Help keep floors clean of paper, etc.	• No food or drink • Use trash cans • Be on time to class	• Use kind words & actions • Treat others and property with care • Use inside voice



Assemblies / Afterschool Events	• Walk to/from seat quietly • Wait for dismissal instructions	• Follow adult directions	• Sit quietly on your bottom • Be attentive / focused • Applaud appropriately
Office	• Give people privacy • Keep hands and feet to self	• State your purpose politely • Have permission to use the phone • Have permission to visit the Health room	• Use inside voice • Use kind words and actions • Treat materials with care
Before and After School	• Walk bikes near entrance • Wear bike helmets • Secure bicycles	• Arrive and leave on time • Wait in designated areas for bell • Help keep area clean	• Be a good role model • Use school-appropriate language • Treat others and property with care
Bus Area	• Use the sidewalk and crosswalk • Walk to the bus • Obey Safety Patrol directions • Be aware of buses and their movement	• Board the bus quickly • Stay seated on bus	• Use good manners and school-appropriate language • Follow adult directions
Playground	• Stay in designated area • Use equipment for its intended purpose • Feet on ground	• Return equipment to designated location • Dispose of trash • Line up with whistle • Follow RCP game rules	• Show good sportsmanship • Follow adult directions • Use kind words and actions • Treat others and property with care

Each Rose City Park 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
- Attendance Awards
- Classroom Community Agreements
- Community Circles



- Rose Petals 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
- Restorative Think 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 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.

Defining Behaviors

[RCP Discipline Matrix](#)

DISCIPLINE POLICIES

Rose City Park 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.

[RCP Restorative Justice Flow Chart](#)

PERSONAL ELECTRONIC DEVICES IN SCHOOL

In line with the new PPS board policy, all cell phones, smart watches, and earbuds must be *off and put away* during the school day. This includes classrooms, hallways, recess area, cafeteria and bathrooms. Any urgent need for this communication to happen during the school day can happen by calling the school office or working directly with the teacher. If a device is seen and heard:

First Violation:

Student receives a warning.

Device is collected by the teacher and returned at the end of the day.

Second Violation:

Student receives a second warning.

Device is collected and returned at the end of the day.

Parent/guardian is notified.

Third Violation:

Device is confiscated and kept in the office.

A referral is written.

Parent/guardian must pick up the device from the school.



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.

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 giving students “rose petals” along with specific praise.

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.

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

- [RCP SSS Data](#)



