Rosa Parks Elementary
School Climate Handbook

Rosa Parks Elementary
(4 B's - Safe, Kind, Respectful, and Responsible)

2022-2023

Rosa Parks Mission Statement: To place Children First in all that we do and to assure that our priorities place Learning First. The Rosa Parks community honors our members' diversity,

strength, and character and challenges our students to reach levels of academic and personal excellence.

Table of Contents

What Is School Climate?----------3-4
CR-PBIS----------3-4
Restorative Practices----------4
Equity/CARE----------4
Tier I Team----------5
School Climate Team----------5
Climate Team Meeting Schedule----------6
Tier I Implementation----------7-35
Guidelines for Success----------8-25
Teaching Expectations----------26-28
Defining Minor, Stage 1 reports, 2 and 3 Behaviors----------29
Discipline Policies----------30-31
Professional Development----------32
Classroom Procedures & Guest Teacher Protocols----------32-33
Acknowledgement Systems----------34
Faculty Involvement----------34
Plan for Family, Student and Community Involvement----------35
Plan for Welcoming New Students and Families----------35-36
Tier I Evaluation----------36
Fidelity and Evaluation of Climate Practices----------36-37
Appendix----------38-44

What Is School Climate?

School Climate Overview

School Climate encompasses CR-PBIS (Culturally-Responsive Positive Behavioral Interventions & Supports), Restorative Practices with the lens of racial Equity, and practices of CARE (Collaborative Action Research for Equity) explicitly called out and woven in.

School Climate

CR-PBIS

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 what is expected
2. Actively acknowledge kids when they are following the expectations
3. Instructionally correct kids when they are not following the expectations

Research shows that when school staff acknowledges positive behaviors at least three times more often than correcting behavioral mistakes, misbehaviors decrease significantly.

CR-PBIS 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.

More specifically:

- Accesses all stakeholders to develop and promote school values.
- Develops common area expectations for all parts of the building.
- Designs lesson plans and schedules to teach common area expectations throughout the year.
- Creates and maintains systems to acknowledge students who are following the school values and expectations. This may be acknowledgment tickets, regular assemblies, or awards for individuals, classes, grade levels, etc.
- Develops school-wide policies that are proactive, preventative, and restorative.
- Utilizes staff input to 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 systematically assess and review student and family voices and adjust our practices to reflect the needs of our community (See *Tier I Evaluation*)

Restorative Practices

Restorative Practices, also referred to as Restorative Justice, is a range of community building, peacemaking practices adapted to the school setting. The intention is to build trusting relationships and offer restorative alternatives to punitive discipline.

Restorative Inquiry is an essential restorative practice. A series of guiding questions are asked:

- What happened?
- Who was affected/impacted?
- What can be done to make and keep things right?
- How can others support you?

Equity/CARE

This handbook is intended to inform Rosa Park Elementary School staff of the processes that support the reduction of exclusionary discipline to provide our students with equitable access to education. Portland Public Schools' top priorities include eliminating racial disproportionality in exclusionary discipline.

Our CARE work is intentionally focused on increasing classroom engagement for every learning style and our capacity for being culturally competent in our instructional practices and inclusive of our diverse learning styles.

"Portland Public Schools is committed to academic excellence and personal success for all students. Central to this commitment is educational equity. We are committed to providing instruction with rigor, cultural relevance, and relationships that ignite the potential of each and every student. In order to do so, we must shift our practices to see students as individuals—including their race, their language, their gender, their sexual orientation, and their various abilities. This work is necessary to serve a diverse student body well and prepare every student to navigate and compete in a culturally rich society and global economy, now and into the future."

Chief Equity Officer, Lolenzo Poe

The School Climate Team (Tier I)

School Climate Team Information (1.1/1.2)

Team Member	Name	Primary Meeting Role (Facilitator, Data Analyst, Minute Taker)	Backup Meeting Role (Facilitator, Data Analyst, Minute Taker)
Coordinator	Dr. Curtis Wilson	Facilitator	
Administrator	Tina Turner	Partner	
Family Member	Janet Waddy, parent		
Behavioral Expertise	Shara Klien- SPED Julia Fogg-Climate TOSA TBD- Counselor	Data Analyst Tosa Intervention Specialist	
Coaching Expertise	Patrice Pierre	Coach	
Knowledge of Academic/Behavioral Patterns	Skye Hanna-K 2nd Ms. Iwerson Da'Anyel McKelvey- PE Kurt Brucato- ESL?	Data Analyst Intervention Specialists	

Knowledge of School Operations/Programs	Ms. Turner Dr. Wilson	Facilitator	
Student (for HS)			

- ***Our goal is that the School Climate Team will represent our student and community demographics.***

Climate Team Meeting Schedule

Month	Date/Time	Room	Topic/Assessment
August		Library	
September		Library	Tiered Fidelity Inventory (TFI) Assessment & Action Plan Last year's Discipline Data Review
October	30th / 2:30 PM	Library	Monthly Discipline Data Review
November		Library	Monthly Discipline Data Review
December		Library	Monthly Discipline Data Review
January	8th / 2:30 PM	Library	Tiered Fidelity Inventory (TFI) Assessment & Action Plan
February		Library	Monthly Discipline Data Review
March	5th/2:30 PM	Library	Monthly Discipline Data Review
April		Library	Monthly Discipline Data Review
May		Library	Tiered Fidelity Inventory (TFI) Assessment & Action Plan
June		Library	Planning for rollout next year

Meeting Agenda:

- All Climate Team meetings are conducted using the TIPS format
- Monthly Discipline Data
- CR-PBIS School-wide Systems (assessing the effectiveness of our Equity Practices on school climate)
- Integration of Restorative Practices

Agenda scheduled for each of our school climate meetings will be driven by the Tiered Fidelity (TFI) Action Plan.

Tier I Implementation

Programmatic 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

General Guidelines for Success

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	• Do your best • Participate in all activities • Arrive to class on time	• Work refusal • Refusal to follow staff directions	• Refusal to follow staff directions • Returns to seat or work after repeated prompts	• Refusal to follow staff directions AND stops 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		• Talking too loudly • Mild defiance • Cheating	• Appropriate Learning Environment Stage 2/3 • Attendance and punctuality stage 2/3	• Appropriate Learning Environment Stage 2/3 • Attendance and punctuality stage 2/3

Act Responsibly	• Hands, feet and objects to self • Manage materials • Complete work • Turn in Homework • Clean up after yourself • always walk	• Property damage (writing on desk, breaking pencils) • Poking • Posturing • Play-fighting	• Theft of items • Property damage • Stops Posturing, play-fighting, or throwing after prompts	• 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		• Taking others property • Pushing or shoving • Running • Bothering/pestering	• Protection of Property -Stage 2/3	• Protection of Property -Stage 2/3
Courageous	• Ask for help • Help others • include others • Be a Role Model	• Failing to help other • Gossiping • Teasing • Name calling • Put downs	• Bystander in a fight • Inciting a fight • Verbal harassment impacts attendance • Cyber bullying impacts attendance	• Encouraging physical violence when violent act is under way • Verbal harassment AND stops learning process for entire class
Violation Code on Synergy		• Teasing/put-downs • Excessive talking • Bothering/pestering	• Physical Safety Mental Well-being-Stage 2/3	• Physical Safety Mental Well-being-Stage 2/3
Kind & Respectful	• Use kind words, • Follow staff directions • Hats off • Dress appropriately	• Name calling • Profanity • Argumentative with peers	• Use of profanity • Significant back talk • Refusal to calm down and discuss later • Sexual harassment reported or witnessed	• 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		• Mild defiance • Mild cursing • Excessive talking • Not following staff directions	• Physical Safety Mental Well-being- Stage 2/3	• Physical Safety Mental Well-being- Stage 2/3

WHAT SUCCESS LOOKS LIKE		**Stage 1**	**Stage 2**	**Stage 3**
Possible Consequences	• Gentle reminder	• Formal warning	• 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 Administrato • Parent, teacher, student conference • Home visit • Lunch Detention	• 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 effectivene	• Caught Doing Good tickets • Self-manager/Pride Pass • In classroom rewards Student receives positive praise	• 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	• 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)	• 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.

Cafeteria Guidelines for Success

Time	Monday (Grade)	Tuesday (Grade)	Wednesday (Grade)	Thursday (Grade)	Friday (Grade)
11:10 - 11:30	Jackson Franklin	Jackson Franklin	Jackson Franklin	Jackson Franklin	Jackson Franklin
11:35 - 11:55	Dr. Wilson Waddy	Dr. Wilson Waddy	Dr. Wilson Waddy	Dr. Wilson Waddy	Dr. Wilson Waddy
12:00 - 12:15	Counselor Ms. Turner	Counselor Ms. Turner	Counselor Ms. Turner	Counselor Ms. Turner	Counselor Ms. Turner

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 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 s/he 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 direction. 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 (Grade)	Tuesday (Grade)	Wednesday (Grade)	Thursday (Grade)	Friday (Grade)
10:45-11:05	Music (K)* Franklin (K) Hassan (1) Casin (1) Pat (1) Waddy (1)	Music (K)* Franklin (K) Hassan (1) Casin (1) Pat (1) Waddy (1)	Music (K)* Franklin (K) Hassan (1) Casin (1) Pat (1) Waddy (1)	Music (K)* Franklin (K) Hassan (1) Casin (1) Pat (1) Waddy (1)	Music (K)* Franklin (K) Hassan (1) Casin (1) Pat (1) Waddy (1)
11:10-11:30	Capistran (2) Lathan (2) Pepperwood(3) Brucato (3)	Capistran (2) Lanthan (3) Pepperwood (3) Brucato (3)	Capistran (2) Lanthan (2) Pepperwood (3) Brucato (3)	Capistran (2) Lanthan (2) Pepperwood (3) Brucato (3)	Capistran (2) Lanthan (2) Pepperwood (3) Brucato (3)
11:35-11:55	Giarelli (4) Ms. Urban(4) McKelvey (5) Pitre (5)	Giarelli (4) Ms. Urban (4) McKelvey (5) Pitre (5)	Giarelli (4) Ms. Urban (4) McKelvey (5) Pitre (5)	Giarelli (4) Ms. Urban (4) McKelvey (5) Pitre (5)	Giarelli (4) Ms. Urban (4) McKelvey (5) Pitre (5)

**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: Sidewalk/Hill
- Zone 2: Play Structure
- Zone 3: Covered Area
- Zone 4: Kickball/Field

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

Bathroom Guidelines for Success

GO

FLUSH

WASH

LEAVE

Teaching Expectations (1.4)

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

Yearly Schedule for Teaching Common Area Expectations

Date
[8-7-2022]: Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide.
[1-3-2023]: Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building-wide.
[3-28-2023]: Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building-wide.
As indicated by Rosa Parks discipline data 2016-2017

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)
- S**canning** 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** 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.

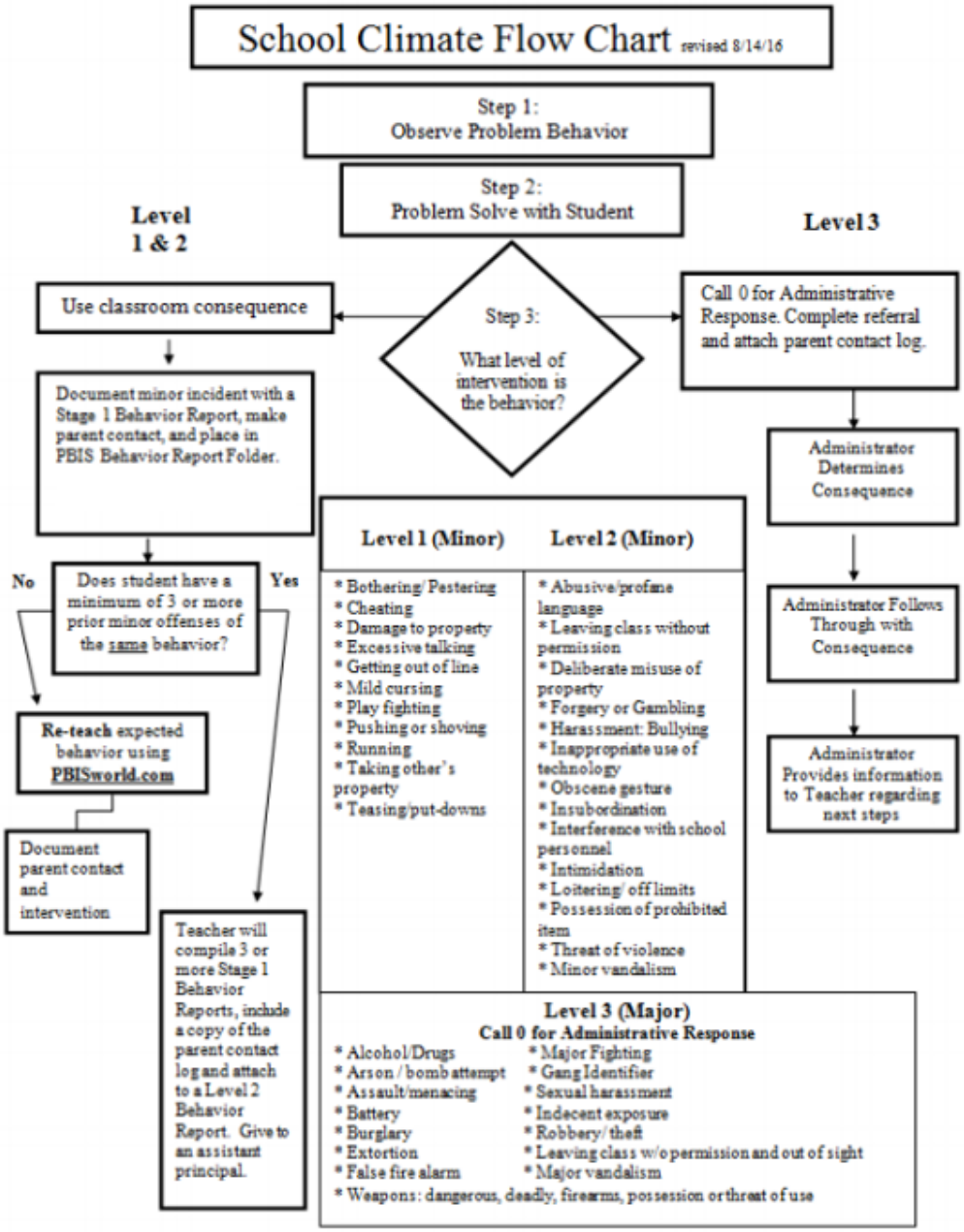
The 6 Features of Active Supervision

	Feature	Elements/Components
1.	Movement	a. Constant b. High rate c. Randomized d. Targets known problem areas
2.	Scanning	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	a. Friendly, helpful, open demeanor b. Proactive, non-contingent c. High rate of delivery
4.	Positive Reinforcement	a. Immediate b. Contingent on behavior c. Consistent (with behavior and across staff) d. High rate
5.	Instructional Responses (Low-Level responses)	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	a. Neutral, businesslike demeanor b. Non-argumentative, non-critical c. Consistent (with behavior and across staff) d. Fair: non-arbitrary

Defining Minor, Stage 1 reports, 2 and 3 Behaviors (1.5)

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



Discipline Policies (1.6)

School policies and procedures describe and emphasize proactive, instructive, and/or restorative approaches to student behavior that are implemented consistently, and reflect the understanding of community values and practices.

PPS Students' Rights & Responsibilities Handbook

Rosa Parks uses PPS policies as guidelines for our school expectations and procedures. All students are given a Students' Rights and Responsibilities Handbook each year and are expected to know its contents. We also encourage parents to read it and use it as a resource for questions about district policy or procedure. The handbook is also available online at the PPS website.

Harassment, Bullying, Hazing, Sexual Harassment

At Rosa Parks, none of the following behaviors are acceptable: harassment, bullying, hazing, threatening, excluding, put-downs, or physically harming a student, staff member, a person's property, or school property. Any of these behaviors may result in disciplinary actions. Students should report any of these behaviors to school staff immediately.

Lost, Stolen, Damaged Property:

PLEASE BE AWARE: The school is NOT responsible for cell phones lost, stolen, misused, or damaged.

The District (or school) does not pay for or replace student property that is lost, stolen, or damaged at school.

All items are brought to school at the owner's risk. Backpacks or desks are never safe places to store valuable items.

PPS Expectations

On "free dress days" students are still required to follow the PPS *dress code.* If students arrive at school dressed otherwise, students will call home for someone to bring appropriate clothes. Students should wear clothing that is clean and appropriate for the weather. Please see the STUDENTS' RIGHTS and RESPONSIBILITIES Handbook for all PPS dress code expectations.

Rosa Parks Restorative Justice Reflection Sheet

(Courtesy of RNW) Talking Points/Active Participation in Dialogue

Time to Reflect

Everyone deserves a chance to make things right when things go wrong. In life, we have to reflect on our decisions to see if the result is what we wanted.

The purpose of this sheet is to help you reflect and understand:

1. What happened?
2. Who was impacted?
3. What can be done to make things right?
4. How can others support you in keeping things right?

Take 3 slow deep breaths, and pay attention to your inhale and exhale…
First, we need to better understand the following: *(Try using a few words and describe events directly)*
What happened?
What was the chain of events?
_____ → _____ → _____
Using the Restorative Justice card fill in the following:
What were your feelings?
I was feeling _____ BEFORE this happened.
I was feeling _____ WHILE this happened.
I was feeling _____ AFTER this happened.
Who was impacted by what happened? Fill in AT LEAST 3 of the spokes…

What caused you to act the way you did?

What were you wanting or hope to gain?

What need would have been met? (Look at the Restorative Justice card's need list)

Making things right…

This reflection is meant to help you meet your needs as a student while also honoring the needs of those around you and your community.

Where in the chain of events could you have done things differently?

What can make things right?

How can others support you in making things right?

Professional Development (1.7)

Over the course of the year, staff PD must explicitly address these five essential areas: teaching school wide expectations, acknowledging appropriate behaviors, correcting errors, requesting assistance (SIT Team), and understanding the influence of race, culture, and language on student behavior.

Date	Topic	Presenter
July-August	School climate orientation: ● Teaching school values & common area expectations schedule ● Teaching classroom routines & expectations ● Schoolwide and classroom acknowledgment systems ● Correcting fluently ● SIT flowchart ● Influence of race, culture, and language on adult expectations and student behavior	Ms. Turner Dr. Wilson
September	PBIS LESSONS	Ms. Turner Dr. Wilson
October	PBIS LESSONS	Ms. Patrice
November	Restorative Justice	Ms. Turner Dr. Wilson Ms. Patrice
December	Review of School Climate Plan/Staff Handbook	Ms. Patrice
January	Data review	TBA
February	Incentives	TBA
March	Assemblies	TBA

April	Data review	TBA
May	Review of School Climate Plan/Staff Handbook	TBA
June	Closing	TBA

Classroom Procedures (1.8)

As per the PAT contract every teacher will have a classroom management plan. Classroom management plans will be due to administration the day before back-to-school night. A sample plan is provided below; PD time will be provided in the first two weeks of school.

The Classroom Management Plan template covers the essential features of effective classroom management: Structure, teaching expectations, acknowledging positive behaviors, and correcting misbehaviors.

Guest Teacher Support System

Before absence

1. Review ***Guest Teacher/Sub PPT*** with students.
2. Sub-lesson plans need to be thought out so students can work independently with extra practice or extension activities built in for students who finish early.
3. Ensure the ***Guest Teacher Student Roster*** is in the sub binder and explained in the lesson plan.
4. Have printed ***Guest Teacher "While You Were Out" form*** on hand for absence.
5. Plan for incentives/rewards for students who meet expectations.

During absence

1. One team member delivers ***Guest Teacher Caught Doing Good tickets***, checks in with the guest teacher at least four times per day, collects ***Guest Teacher Student Report Roster,*** scans, and emails list to absent teacher
2. Absent teacher (A) looks up the schedule of disruptive students and emails the Team where to find students during the next day's planning and (B) emails elective schedule teachers to give heads up.

After absence

1. Two or more additional Team members pull identified students from electives and work with students on contracts and parent phone calls. Contracts should be taught explicitly to students, not simply handed to students to complete.

Feedback and Acknowledgement Systems (1.9)

Research shows that when staff “catches'' students exhibiting appropriate behaviors, those behaviors will increase and misbehaviors will decrease. Specific praise is extremely important in increasing the reoccurrence of appropriate behaviors. Some schools decide to give out acknowledgment “tickets' ': small slips of paper that are aligned with the school values. All staff hand out the acknowledgment tickets, along with specific praise, to students as they witness appropriate behaviors in the common areas, in classrooms, on buses, etc.

Description of our school-wide acknowledgment system:
We give out Caught Doing Good Tickets for K-5.

- For use in the classroom and throughout the school.
- Schoolwide systems (e.g. weekly drawings of acknowledgment tickets at lunch, monthly recognition assemblies, etc.)
- We welcome feedback from students and families about current systems and planning for changes and improvements.

Acknowledgment Matrix

Type	What	When/Where	Who Gives Them?
Immediate/High-frequency	**Kids:** Caught Doing Good Tickets **Adults:**	Classroom & Common areas	All Staff
Redemption of immediate/ High-Frequency	**Kids:** Incentives and assemblies **Adults:**	Classroom & Common areas	All Staff
Long-Term SW Celebrations	**Kids:** Assemblies, Drawings **Adults:**	**Kids:** Monthly assemblies, Weekly drawings in classrooms **Adults:**	Teachers, Cafeteria duty staff
Continued Excellence Programs	**Kids:** Volunteer Self Manager **Adults:**	**Kids:** Walking Field Trips, Intermittent free dress, end of the year field trip **Adults:**	Students apply for program

Faculty Involvement (1.10)

Schedule for sharing disaggregated data to staff and opportunities for input on Tier I systems

Date	Data Shared	Staff Input Topic
July	Discipline Data	Policies
January	Academic Engagement Data	Incentives
April	SWPBIS Tracking	Assemblies
June	School Climate Survey	Climate Effectiveness

Plan for Family, Student and Community Involvement (1.11)

Schedule for family involvement activities

Date	Topic & Group	Activities	Organizer
TBA	Staff Parent Coffee	PBIS- information, feedback and updates	Community Coordinator
TBA	Principal Coffee	PBIS- information, feedback and updates	Community Coordinator
TBA	Principal Coffee	PBIS- information, feedback and updates	Community Coordinator
TBA	Principal Coffee	PBIS- information, feedback and updates	Community Coordinator
TBA	Principal Coffee	PBIS- information, feedback and updates	Community Coordinator
TBA	Principal Coffee	PBIS- information, feedback and updates	Community Coordinator
TBA	Principal Coffee	PBIS- information, feedback and updates	Community Coordinator
TBA	Principal Coffee	PBIS- information, feedback and updates	Community Coordinator
TBA	Principal Coffee	PBIS- information, feedback and updates	Community Coordinator

Plan for Welcoming New Students and FAMILIES (1.12)

Rosa Parks New Student/Family Plan

Lead Staff: School Counselor and Front Office, staff members that may help: Classroom teacher, Community Coordinator, School Climate Coordinator, depending on student grade level.

1. Registration Form/ Vaccinations/Medical Records (Front Office)
2. Cum File/ Academic History including ESL and SPED Records (Front Office)
3. Grade Level Buddy System to a new student (Classroom Teacher)
4. New Student Set-up with school counselor (Academic services, school supplies/materials, uniforms, etc.)

Acclimating New Families

- Secretaries will help families with the school registration process – use forms in their native language if available.
- Provide in-house interpretation or call the language line (if necessary).
- Introduce new family/student to the principal and/or assistant principal if available.
- Offer a school tour to family – student-led.

New Student Enrollment/Registration Process

School Responsibility Parent/Guardian Responsibility

- Explain the Communication Folder to parents.
- Put the communication & homework folder in the teacher's box along with signed permission forms.
- School Secretary emails staff: principal, teacher, counselor, SIS, SPED, ESL, PE, Music, library, and kitchen.
- Offer student(s) backpack/supplies.
- Offer a building tour – have students lead the tour.
- Provide required documentation to register.
- Complete the Registration form.
- Complete school permission slips (school library, neighborhood walking) permission slip, volunteer/background check).

Tier I Evaluation

Evaluation of the Effects and Fidelity of the School Climate Practices

Discipline Data (1.12)

Tiered Fidelity Inventory (TFI) guides the action planning for the implementation of a positive school climate.

- Assessment component is completed three times a year in September, January and May.
- A score of 80% or better indicates a well-implemented tier.
- The TFI action plan is revisited on a monthly basis.

School Climate Survey (SCS) determines the status of specific building-wide school climate initiatives and issues (Core Values, Student Voice, Specific CR-PBIS Initiatives--ex: acknowledgment tickets)

- Completed three times a year (September, January, and May) by all students (grades 3-5)

What? The School Climate Survey measures and monitors the impacts of specific building-wide school climate initiatives and issues:

1. Core Values
    a. Growth and perception of each Core Value

2. Perception of Growth
    a. Perception of changes in achievement and safety

3. Student Relationships with Technology
    a. The impact of technology on school climate

4. Student Council and Leadership
    a. The impacts of fundraising, activities, and student voice

5. PBIS Systems
    a. School economy and Tier I acknowledgment systems

Why?
This survey is specifically tailored to our school and its initiatives, providing specific feedback on the growth
of our school climate, allowing us to shore up slipping initiatives before they lose student support and direct and problem-solving new initiatives with data.

Who?
A Survey is taken by all students, grades 3-5 as applicable.

When?
Completed three times a year (September, January, and May).

How?
Survey is reviewed and revised by the School Climate Coach in conjunction with the School Climate Team; it is administered by classroom teachers; data is compiled in Google Drive; data is reviewed by the School Climate Coach and presented to the administration, the School Climate Team, and staff.

Appendix

Rosa Parks Common Area and Specific Lessons

School: Rosa Parks School Climate (TFI) Action Plan

School: Rosa Parks Updated: 4/17/17

Tier I					
Subscale	**Item**	**Current Score**	**Action(s)**	**Person(s) Responsible**	**Timeline**
Teams	1.1 Team Composition: SCHOOL CULTURE AND CLIMATE COMMITTEE	2	Develop a team which includes: Staci Postema (Counselor), Dr. Curtis Wilson (School climate coach), Ms. Pepperwood(Psychologist, Skye Hanna (kindergarten teacher), (2nd grade Ms. Saxe), Kim Giarelli (SPED), Brucato(ESL), Ms. Jessica (Lunch), Eloise (custodial), EA (Tanisha Franklin), Veronica Acosta-Garcia (parent), Boys and Girls Club Director, Charles Jordan Director, Micheal Mangum (Home Forward)	Ms. Turner Dr. Wilson Ms. Patrice	Before the end of the school year.
	1.2 Team Operating Procedures	1	The SCCC will meet, at a minimum, on a monthly basis. The meetings will have an agenda created by the planning committee comprised of Stephanie, Staci, Patrice, Kevin, and Gabriela. *** Data Source: Meeting Agenda/Schedule	Ms. Turner Dr. Wilson	On a monthly basis

Implementation	1.3 Behavioral Expectations	2	FOUR B's: Be Safe, Be Kind, Be Respectful and Be Responsible. Develop consistent in-classroom expectations and posts in classrooms and throughout the school.	Counselor	Completed 9/30/2022
	1.4 Teaching Expectations	2	Teachers will establish class rules with students at the beginning of the school year using the 4 B's as the foundation of classroom expectations. Faculty must be involved in conversations if it is noted that a child is having challenges in their relationship with staff, we must be willing to challenge each other. Faculty should be involved in conversations when it becomes apparent that a child is being treated disparagingly, we should be willing to challenge each other. Teachers should be encouraged, and have available, Professional Development around PBIS and Culturally Responsive teaching.	Patrice Pierre	Completed 9/30/2022
	1.5 Problem Behavior Definitions	2	Develop clear definitions for out-of-classroom referrals so that there is a consistent response to problem behavior. All teachers will be involved in identifying problem behaviors. This conversation becomes part of staff development.	Ms. Turner Dr. Wilson	On-going

	1.6 Discipline Policies	2	Formulate instructive and restorative developmentally-appropriate approaches, guides, and conversations in collaboration with all school staff.	Ms. Turner Dr. Wilson	Before School starts
	1.7 Professional Development	2	restorative justice and circles during staff meetings by PPS personnel. The planning committee will develop staff training which will include self-assessment/questionnaire: policies and procedures, strengths and weaknesses, etc. Continue Courageous Conversations about Race and invite facilitators and ongoing discussions about disproportionate discipline, achievement/opportunity. Plan quarterly team-building activities with all staff, i.e., bowling, and eating together as a staff. Find out information about team-building strategies.	Ms. Turner Dr. Wilson Ms. Patrice	October 10th and ongoing training at a minimum of once quarterly.
	1.8 Classroom Procedures	2	Teachers have classroom behavioral expectations set and reflect on their development of inclusive practices. We also as a school continually develop and refine school-wide behavioral expectations in the classroom.	Ms. Turner Dr. Wilson	at the beginning of the school year

	1.9 Feedback and Acknowledgmentnt	2	Continue to develop Rosa Parks Pride program with incentives. Develop a system of tickets for students, i.e., "Caught ya doing good," or some other form of acknowledgment of positive behavior. We will encourage the use of the Classroom DOJO and other systems accountability systems to reinforce positive classroom behaviors.	Ms. Patrice	to be prepared before school begins
	1.10 Faculty Involvement	1	Faculty will be presented with school-wide data on a quarterly basis during staff meetings. We will request this time during staff meetings a minimum of four times during the school year. We will survey staff using SURVEY MONKEY with questions SCCC. We will Explore the SWIS data tracking system. Contact Karinna Kidd re: SWIS program. Karinna will send the checklist. We will determine the next steps for participation in the program.	Ms. Turner Dr. Wilson Ms. Patrice	Quarterly. Dates to be identified.
	1.11 Student/Family/Community Involvement	2	Parent Coffee weekly, Family nights, Awards assemblies, OMSI night, Multicultural night, BRAVO Performances.	Ms. Waddy Ms. Turner Dr. Wilson Ms. Waddy	

Eval	1.12 Discipline Data	2	We will pursue becoming a SWIS school and also explore other opportunities for capturing data. The data that will be captured include the frequency of problem behavior events by behavior, location, time of day, and by individual student. The data will be disaggregated by race, language, exceptionality, SPED, etc.	Ms. Patrice, Mr. J Ms. Veronica Dr. Wilson Ms. Turner	
Evaluation	1.13 Data-based Decision Making	2	A small behavior prevention team (SIT - Student Intervention Team) which includes: Staci Postema, Shara Klein, Kim Giarelli, Gabriela Davis will meet once monthly to discuss students of concern and to discuss interventions. The SIT will meet bi-monthly on Tuesdays at 7:30 a.m. The teacher brings students to the team to try to develop support and strategies. Teachers can complete the form and it will be presented to a formal team.	Counselor Ms. Turner Ms. Klein Dr. Wilson	
	1.14 Fidelity Data	1	SCCC Planning committee will meet once monthly, 1st Wednesdays, August 5th, September 2nd, October 14th, November 4th, December 2nd, January 13th, February 3rd, March 2nd, April 13th, May 4th, June 1st. At this meeting, we will review our progress toward achieving the goals	Counselor Ms.Patrice Ms. Pepperwood	

			of the TFI. We will also make adjustments to the goals.		
	1.15 Annual Evaluation	1	Administer an end-of-the-year survey to staff. Give surveys to students about what they think about discipline and how things should be done.	Ms. Patrice Counselor	

Tier II					
Subscale	**Item**	**Current Score**	**Action(s)**	**Person(s) Responsible**	**Timeline**
Teams	2.1 Team Composition				
	2.2 Team Operating Procedures				
	2.3 Screening				
	2.4 Request for Assistance				
Interventions	2.5 Options for Tier II Interventions				
	2.6 Tier II Critical Features				

	2.7 Practices Matched to Student Need				
	2.8 Access to Tier I Supports				
	2.9 Professional Development				
Evaluation	2.10 Level of Use				
	2.11 Student Performance Data				
	2.12 Fidelity Data				
	2.13 Annual Evaluation				

Tier III					
Subscale	**Item**	**Current Score**	**Action(s)**	**Person(s) Responsible**	**Timeline**
Teams	3.1 Team Composition				
	3.2 Team Operating Procedures				
	3.3 Screening				

	3.4 Student Support Team				
Resources	3.5 Staffing				
	3.6 Student/Family /Community Involvement				
	3.7 Professional Development				
Support Plans	3.8 Quality of Life Indicators				
	3.9 Academic, Social, and Physical Indicators				
	3.10 Hypothesis Statement				
	3.11 Comprehensive Support				
	3.12 Formal and Natural Supports				
	3.13 Access to Tier I and Tier II Supports				

Evaluation	3.14 Data System				
	3.15 Data-based Decision Making				
	3.16 Level of Use				
	3.17 Annual Evaluation				