Our Core Commitments

At Parker, our goal is to ensure success for all students. We remain unified by a set of core commitments for our students, our teams, and ourselves. We teach and utilize our core commitments throughout the entire day. Our core commitments are to:

- Connect
- Learn
- Grow

When all adults have high expectations, there is a significant positive impact on student behavior. We also know that students need support while they strive to make the core commitments a reality. Our core commitments are explicitly taught, modeled to students, and practiced in all areas of the school and revisited throughout the year. Furthermore, our core commitments are posted throughout the school.

Routines and known procedures increase comfort and safety while reducing the cognitive demands for students. We intentionally teach and review routines and procedures. Some of the routines and procedures that are taught to students include those centered around:

- Arrival
- Bus
- Car pick-up/drop-off
- Dismissal
- Bathrooms
- Learning time in class
- Technology use
- Specialist classes
- Assemblies
- Special events and field trips
- Traveling in the hallway during the school day
- Storing and retrieving classroom materials
- Movement in the classroom
- Breakfast
- Lunch
- Recess/Playground

Special attention is given to more difficult “seasons” (before and after breaks and other significant changes in routine). Revisiting and reteaching routines during these times helps maintain safety through predictability.

Parker Elementary School Wide Behavior Plan

Building a Strong Parker Community

At Parker, we create warm, welcoming, and positive learning environments where students learn what being responsive to the needs of others looks like and sounds like at school. All of the adults in the Parker community contribute to social learning and positive student-to-student interactions.

Students enter our educational system with a wide range of cultural and social knowledge. Students' sense of meaning, purpose, and engagement increases when they are supported in setting their own academic goals. Our students have educational goals that are within their reach and challenging at the same time. We support students in setting and reaching these educational goals and celebrate their growth and accomplishments. Students' educational goals are celebrated in both public and private ways.

Students are supported in developing skills to interact collaboratively with other members of the school community, both directly and indirectly, throughout the school year. While it is often tempting to create systems of recognition and rewards with the intention of connecting to and motivating students, it often has a negative impact. Motivation-driven systems inaccurately assume a child's ability to self-regulate is due to will instead of understanding that dysregulation is a natural, biological response to stress. There are times when a child has both the motivation to want to succeed and has acquired the skills needed, and still has something impacting/interfering with their ability to be successful. Additionally, motivation-based systems can have a long-term negative impact on students' self-image and mental health while replacing generosity and caring with an increased focus on external validation and approval.

When teachers build community within the classroom, students show improved school-appropriate behavior, higher engagement, and personal success. Students, especially students who are at-risk of being marginalized, misunderstood, and misrepresented, need an environment that promotes self-confidence, low anxiety, and academic risk-taking. All staff at Parker work to build and maintain positive and trusting relationships with students. Research indicates that when children have access to repeated, unconditional connections with the adults in their lives, it has a lasting, positive impact. When students know each other, they are more likely to assume positive intent in each other's actions, which leads to a decrease in student-student conflicts. Class meetings and circles are one way we intentionally set aside time for students to get to know each other.

<u>Classroom Community Building: Morning Connections</u>

Parker dedicates time from 9:00-9:25 each morning for connection as students arrive. Between 9:25-9:40, the time might include circles and other activities to build community, including components of Morning Meeting. All teachers intentionally spend time developing student-student relationships and community. Some weave strategies into other academic times or do both. Additionally, we teach social skills both directly and indirectly to support the core commitments at school.