

Isaac Bear Early College High School Behavior Plan

School Name: **Isaac Bear Early College**

Date: **11/20/2023**

Mission Statement

Isaac Bear Early College High School is in a Cooperative Innovated partnership between NHCS and UNCW to promote a diverse student body of engaged lifelong learners, including first-generation college students, in pursuit of higher education and civic responsibilities as they serve their community and extend their education and social awareness from IBECHS to UNCW, and beyond.

Guidelines for Success

1. Positive Relationships are built with Students and Parents upon acceptance into Isaac Bear
2. Focus on relieving Stress and Anxiety of Accelerated Honors Courses and College Courses
3. Empathy and Kindness displayed daily by all Isaac Bear Stakeholders
4. Student Success Stories will be celebrated School Wide

STOIC Guidelines

Document how the STOIC guidelines are to be used by all staff to evaluate and revise policies and procedures for common areas, schoolwide policies, and individual classrooms.

- S** Structure for success
- T** Teach expectations
- O** Observe and monitor
- I** Interact positively
- C** Correct fluently

Isaac Bear is a Cooperative Innovative High School where Students take Accelerated Honors Level Courses in their Freshman and Sophomore years at Isaac Bear. In the Junior and Senior Students take college level courses which will count towards their elective credits towards High School Graduation, also with an opportunity to gain up to 60 Hours of College Credits that will transfer into University's throughout the United States.

With the rigorous engaging instruction provided daily by Isaac Bear Staff, and the strong work ethic of Isaac Bear Students, behavior is not an issue for Staff and Students. There is a sense of unity and commitment to excellence that all Isaac Bear Stakeholders share with one another.

Isaac Bear Staff provide Students to prepare for being a College Student during the weekly Friday visits to UNCW. Students take their normal Core Class in a University Classroom to prepare them for when they arrive to Campus their Junior Year. The appropriate behavior is modeled to Students by Isaac Bear Staff and Students attending UNCW.

Various UNCW Educational Departments schedule time to meet and work with Isaac Bear Students on the Friday Visits, as well as time is taken to come to Isaac Bear to work with Students and Staff.

Schoolwide and Tier 2 Reinforcement Systems

- Students are greeted daily as they enter the Isaac Bear Facility by Administration and Staff
- Parents are greeted daily as Students arrive in the morning.
- Isaac Bear Staff work with Students and Parents to eliminate the stress of Perfection while taking accelerated Isaac Bear and University Courses.
- Isaac Bear Student Service Team and the University Coordinator meet with Students taking College Courses twice a year.
- Isaac Bear Students take ownership establishing Isaac Bear Clubs where all Students positively interact throughout all grade levels
- Twice a month a Student from each Grade Level is recognized with the Isaac Bear Golden Bear Award.

Ratios of Positive Interactions

Document how staff are expected to implement high ratios of positive to corrective interactions schoolwide. When adults pay more attention to positive student behavior than to misbehavior, students' motivation to behave responsibly can increase. Include:

- Rationale for use of high RPI.
- Definitions of positive interactions (contingent and noncontingent) and corrective interactions.
- Expectations for the RPI that staff should strive to maintain (3:1, for example).
- Expectations for how staff should monitor their RPI with data collection.
- General guidelines for how to deliver positive feedback and corrective feedback

Welcoming and Orienting New Students, Families, and Staff

Prior to being accepted to attend Isaac Bear, a host of Parent and Students meeting are held throughout New Hanover County Schools to explain the purpose and mission of Isaac Bear. Once accepted Students have an opportunity to tour the Facility and ask questions about the School. Before the classes begin each grade level (9-12) Isaac Bear has a Student and Parent Orientation to prepare them for the upcoming School Year.

Enrollment into Isaac Bear only occurs after Students 8th Grade Year. No new Students enter after starting their 9th Grade School Year. For Students wanting to return to their districted Traditional High School, they have an opportunity to return at the completion of their 9th Grade Year.

Establishing and Working With a Behavior Leadership Team

Document your behavior leadership team organization and guidelines for operation.

Behavior Leadership Team Organization

Team name: Bear Nest

Name	Current School Position	Team Role/Responsibility	Who Does the Person Represent?
Ronald Villines	Principal	Instructional Leader	Isaac Bear Stakeholders
Taylor Spear	Math Teacher	10 th Grade Team Lead	10 th Grade Students
Cyrus Taylor	Math Teacher	9 th Grade Team Lead	9 th Grade Students
Molly Needham	Counselor	Department Chair	Students 9 th -12 th Grades

Behavior Leadership Team Guidelines

MTSS/PBIS training	How do team members receive ongoing training in multi-tiered systems of support (MTSS) and positive behavioral interventions and supports (PBIS) practices?	Isaac Bear currently does not have any Students in the MTSS Process.
Team members' terms	When do staff rotate off the team? How long is the term of service (e.g., 1-, 2-, or 3-year term)?	N/A
Compensation	Are team members compensated for time spent serving on the team? Is so, how?	No
Team meeting schedule	How often does the team meet (1x/week, 2x/month, etc.)? What are the dates? How long are the meetings?	Once Per Quarter
Team meeting place	Where does the team meet? Does this area need to be reserved?	Principal Office
Team meeting ground rules	What are the ground rules for team meetings?	N/A
Absences	How do team members who miss meetings catch up? Do all team members have a backup person who can attend meetings for them?	N/A
Team meeting agenda and minutes	How do we capture our work during our meetings? Do we take minutes?	Agenda Prepared with Meeting Notes taken.
Schoolwide Behavior Plan (SBP)	Who is in charge of archiving all work completed by the team? Where will the SBP binder be kept?	Isaac Bear Principal

Improvement Priority Sequence

Document your long-term plan for working on common areas, schoolwide policies, discipline policies and procedures, and other behavior- and safety-related improvements.

Plan to review and modify your proposed sequence each year, depending on how much you accomplish during previous years and variables such as changes in student demographics, changes in the configuration of the building due to construction, or data that indicate a new area of concern.

Year 1

- Review Behavioral Results from the previous year is any occurred.
- Analyze Behavioral Results with the School Improvement Team if any have occurred

Year 2

- Review Behavioral Results from the previous year is any occurred.
- Analyze Behavioral Results with the School Improvement Team if any have occurred

Year 3

- Review Behavioral Results from the previous year is any occurred.
- Analyze Behavioral Results with the School Improvement Team if any have occurred

Quarterly Review Calendar Plan

Document your plan for reviewing data throughout the next 2 school years. Identify the specific date sources you will use.

Year 1*August 13th*

- NCSTAR Indicator B3.03.
- Review Previous Years Discipline Data if any.

October 7th

- Review with Isaac Bear Staff Areas needing improvement with discipline
- Addressing Students and Parents concerns regarding discipline

November 4th

- Review with Isaac Bear Staff Areas needing improvement with discipline
- Addressing Students and Parents concerns regarding discipline

January 6th

- Review with Isaac Bear Staff Areas needing improvement with discipline
- Addressing Students and Parents concerns regarding discipline

March 21st

- Review with Isaac Bear Staff Areas needing improvement with discipline
- Addressing Students and Parents concerns regarding discipline

May 22nd

- Review with Isaac Bear Staff Areas needing improvement with discipline
- Addressing Students and Parents concerns regarding discipline

Year 2*August 12th*

- NCSTAR Indicator B3.03.
- Review Previous Years Discipline Data if any.

September 9th

- Review with Isaac Bear Staff Areas needing improvement with discipline

- Addressing Students and Parents concerns regarding discipline

January 13th

- Review with Isaac Bear Staff Areas needing improvement with discipline
- Addressing Students and Parents concerns regarding discipline

March 10th

- Review with Isaac Bear Staff Areas needing improvement with discipline
- Addressing Students and Parents concerns regarding discipline

May 18th

- Review with Isaac Bear Staff Areas needing improvement with discipline
- Addressing Students and Parents concerns regarding discipline

Crisis Intervention Plan

Purpose

The purpose of this plan is to provide staff members with information to identify and respond to crises in Isaac Bear Early College High School. It presents procedures and guidelines for reacting appropriately to crisis situations that have the potential for major impact on the school.

General Guidelines and Procedures

1. Define the type and extent of the crisis as soon as possible.
2. Inform the staff about the situation as soon as possible and inform them of appropriate actions to be taken.
3. Contact the person(s) affected by the crisis and those needed to take corrective action.
4. The principal's office is designated as the communications center to coordinate information gathering and dissemination.
5. All employees are to refer all information and questions to the communication center.
6. If news media personnel are on campus they are to remain in room 102A. There they will have access to a telephone and will be given information by the principal or designee as to what is or is not known about the situation.
7. The principal or designee will notify the superintendent to inform him of the situation and development.
8. Information will be released only after the facts are verified and the school's position about the crisis is clear. Only the principal or his designee, again, will do this.
9. All releases of information to the media will be done from prepared statements.
10. Mrs. Theophilos will handle calls concerning the crisis from the principal's office (communication center). She will maintain a record of all- incoming and outgoing calls and personal contacts. Mrs. Moore will handle all other incoming calls not related to the crisis. Mr. Villines will be available to contact personnel outside the school and to seek any additional information.

11. In the event of a crisis while class is in session teachers are to keep their students in their rooms and should await further instructions.

In the event of a crisis involving possible endangerment to students and staff, the principal or his designee will announce: ***"THIS IS A LOCKDOWN!"*** When this occurs all faculty and staff members are to lock their doors.

In the event of an emergency not involving potential danger to students and staff, the crisis team will be notified to report to the principal's office. Those teachers with planning periods at the time of the crisis, along with counselor will become available to cover classes of crisis team members.

Communication with Central Office

The person responsible for sending information from Isaac Bear to the central office should do so in the following manner:

1. Contact the superintendent personally. If he is not available continue down the central office chain of command.
2. Identify who you are and your school
3. Identify the type of crisis situation.

Give facts- any individual or service that has been called-any individual involved in the crisis (name, school relationship- student, teacher, parent etc.)

Roles of Crisis Team

Designated Leader

Principal or Designee

Team Members to Assist with Parental Support:

Principal

Assistant Principal

Counselor

Isaac Bear Social Worker

Administrative Assistant

Staging Areas:

Media

Across the street (MacMillan)

If at the track area then across the street from the track.

Parents

All normal checkout procedures apply.

Medical Assistance

Administrative Assistants (Back-Up Nurse)

On-Call Nurse

Assigned Areas of Responsibility

Crisis Team will meet briefly in communication center (principal's office) before going to assigned locations.

The custodian should circulate and assist with management of the building.

Fire Drill Instructions

The school is required to have a fire drill within the first ten days of each school year and monthly thereafter.

- Students will exit the building quietly and in a line.
- Teachers will turn off the lights, shut the windows and close the door. Do not lock the door.
- Teachers and students will take their personal belongings and car keys with them. Teachers should also take their class roster and verify that all students are accounted for. Teachers should report any missing students to an administrator.
- Students will report back to their previous class if the fire drill occurs during a class change.
- In the event of an actual emergency, the administration will give further instructions on the intercom.

Lockdown and Sheltering in Place

Communication Center will be located in Room 101.

These procedures will be used for an emergency that requires everyone to be inside the building. This may include a threat in the community, someone wielding a weapon on campus or a chemical threat. An announcement will be on the intercom system identifying a "Lockdown" or "Shelter in place"

Quick Checklist for Lockdown

1. Move all students to the nearest classroom.
2. Check on teacher beside you if safety allows.
3. Lock doors, windows and cut off lights.
4. Place red cards underneath your door to indicate that there is a problem and help is needed.
5. Contact the front office (ext. 73301, 73002, 73003) to report any students that you have taken into your classroom that are not assigned to you. This will allow for accurate accounting of all students.
6. Remain in place until given further directions.

Secure Procedures:

1. Lock exterior doors.
2. Normal school activities will resume, including instruction. Students and staff can move around within the classroom, but no one will be permitted in or out of the classroom until "shelter in place" has been lifted.

There may be an emergency where sounding an alarm and evacuating the building is not in the best interest of our safety. In this type of emergency, the administration would want you to lock your doors and keep all students with you. Students who are in an outside area should report to the nearest classroom and remain with that teacher.

If a classroom teacher or substitute is unable to lock the door, they are to quickly and quietly take their class to the closest classroom after seeing that the hallway is safe.

Teachers should remind students that in an event of a lockdown that they are to remain quiet.

Teachers are asked if at all possible to check on the teacher next to them to insure that they are safe. However, at no time should you jeopardize yourself or your students.

The administrator will get on the public address system and announce that we are having a lockdown. After it has been determined that the school is safe, the administrator will announce that the lockdown is no longer in effect.

Lockdown Roles

Villines Backup- E. Jones, Theophilos, Moore, Graham	Communication and Building Security including outside at tables, parking area, and shuttle stop.
Theophilos Backup- Moore, Johnson, Needham	Main door security and Lock down in Room 101. Post Lockdown sign in front door.
Backup-Johnson, Theophilos, (McCall-Only on Monday or Tuesday) (Williams-Wednesday or Thursday)	Clear Hallway. Pull students into the closest room.
Mr. Bishop Backup- Kirby, Taylor, Mannion	West end door security
Mr. Spear Backup-Starnes, Walter	East end door security
Ms. Johnson Backup-McCall, Williams	Bathroom security (any student in bathroom will be escorted to the workroom)
Theophilos, Villines ext. 73003, 73002 Backup-Moore, ext.73001 Backup-Needham, ext.73006	Lock down in communication center (Room 101). Take calls from teachers Backup room is 102 Backup room is 104
All staff and teachers should secure classrooms and follow all lockdown procedures. Communicate with the front office that all students are safe by using school phones or cell phones.	

Early Release Evacuation Plan

In the event that an emergency occurs, possibly requiring evacuation of the school, the following will occur:

1. The principal will call the Central Office.
2. The principal will contact the School Message
3. The principal will contact the UNCW Police.
4. The principal will contact the bus garage (Mark Clawson, 251-4285)
5. Only the principal or his designee will speak to the press.

6. Ms. Theophilos and Ms. Moore will receive all incoming phone calls. If the computer is down, go to the printed student locator. Administrators, all guidance counselors, and main office should have a copy.
7. The Front Office Staff will monitor the front entrance, direct appropriate people to the office area and assist with check out procedures.
8. Needham will assist in locating and retrieving students.
9. All teachers who have planning periods should monitor hallways, bathrooms and cafeteria to be sure that students are in their appropriate classrooms.
10. Teachers who have classes should keep all students in class and listen for announcements and directions.
11. UNCW will coordinate traffic patterns.
12. An after action review will be held after execution of the plan for evacuation.

Evacuation - Alternate Site

- Alternate evacuation site is Hoggard High School (910-350-2072)
 - Hoggard will determine if we assemble on their football field or gymnasium
- Mr. Villines or designee will make determination to evacuate off campus
- **Teachers** should have their red notebook with them at all times as well as their name signs.
 - Class rosters should be updated and in your red notebook
 - If students are removed from the buses the teacher should keep their class with them at all times.
 - When arriving at the football field or gymnasium teachers should have their signs held high so that their students can easily locate where they are supposed to be.
 - Students should report to the teacher whose class they were with at the time of the evacuation.
 - If the evacuation happens before school students should report to their first period teacher.
 - Teachers who are on planning periods at the time of the evacuation should collect attendance rosters from their team members and give them to Mr. Villines. Students who were never at school that day should be marked as “no show” and those who were at school but are missing should be marked as “missing”.
 - Everyone should monitor student behavior and discourage use of cell phones.

- Students should be made aware that in these situations it will be extremely important for them to be as quiet as possible so that they can hear directions that are being given.
- **Roles and Responsibilities**
 - Mr. Villines will contact central office to notify of evacuation.
 - Mr. Villines will contact Hoggard that we are in route.
 - Mr. Villines will contact transportation (Mark Clawson) to have buses come to Isaac Bear to pick up all individuals who are still at the site.
 - Ms. Theophilos will contact any teacher who has students off campus that they are not to report to Isaac Bear and where they need to relocate
 - Ms. Theophilos will announce that we are on lockdown (all lockdown procedures will be followed until transportation arrives to move us to the alternate site)
 - When buses arrive to pick up students and staff an announcement will be made as to how to proceed.

Bomb Threat Procedures

- An announcement will be made stating, ***"This is a Bomb Evacuation (drill)"***.
- Teachers will open windows and doors, and scan rooms for suspicious articles before leaving.
- Teachers and students will take their purses, personal belongings, car keys. Teachers will also take their red notebooks, call the roll and report any missing students.
- The building will be evacuated following the fire drill procedures; once outside you should proceed to **the UNCW track**. Teachers should call the roll and report any missing students to an administrator.

Bomb Threat Responsibilities

- The principal or designee will communicate with central office and law enforcement. The principal will remain on the Isaac Bear campus to assist law enforcement.
- Law enforcement will block traffic on MacMillan to allow students to cross.
- The Principal will go with students and staff to the UNCW track.
- Mrs. Theophilos and Mrs. Moore will transport the emergency kit as well as emergency check out information.
- All teachers should keep their students together as a class unit. All teachers and staff who do not have a class during the time of the evacuation will assist other teachers in keeping students calm and orderly.
- The support staff (counselor, technology facilitator, social worker, etc.) will assist with locating students for check out as needed and any other assistance that is needed.

- The Principal will contact the bus garage if dismissal from UNCW is necessary. If buses are needed, they should enter the UNCW campus via Hurst Dr. and pick up students from the track area off of Hamilton Dr.

Bomb Threat/Inclement Weather Evacuation Procedures

- Follow the same guidelines for Bomb Threat Procedures to evacuate the campus.
- The principal or Mrs. Theophilos will contact the UNCW Police to notify them that students will be evacuating to Trask Coliseum.
- Students and staff will then proceed to **Trask Coliseum**.
- Students should be seated and quiet so directions can be given and teachers can account for all students.
- Teachers are to stay with their group of students and monitor behavior and noise level.
- Mrs. Needham will notify the principal when students have arrived safely and are accounted for (via walkie talkie).
- Teacher roles and responsibilities will be the same as those outlined for a Bomb Threat Evacuation to the UNCW track.

Tornado Drill Evacuation Procedures

- Teachers should evacuate students using the same exit plan as that of a fire drill by using the exits at each end of the building.
- Teachers and students should, as quickly as possible, proceed to UNCW Administrative Annex building through the staff parking lot adjacent to Isaac Bear Early College High School. **THIS MUST BE DONE IN A QUICK AND ORDERLY MANNER.**
- Students and teachers will enter the UNCW Administrative Annex building in an orderly fashion and proceed to the interior hallways; everyone should kneel with their arms covering their heads until they are told all is clear.
- Teachers without students at the time of the drill/evacuation should station themselves along the evacuation route and prompt students to move as quickly as possible.
- Staff members will lead the way and arrive at UNCW Administrative Annex building before students so they can open the door and direct them upon entering the building.
- All other staff should evacuate as quickly as possible helping to make sure all students are out of the building.
 - Ms. Johnson and Mr. Villines will check bathrooms, cafeteria and school grounds.
 - Mrs. Needham will check the classrooms on the east end of the building.

- Ms. McCall or Ms. Williams will check the classrooms on the west end of the building.
 - Mrs. Moore will check the office area.
- Once the weather event is over, students will be checked out following normal daily procedures. Ms. Theophilos and Mrs. Moore will have the check-out book and student check-out cards.

Time is very important in providing safety during a tornado warning.

Suicide Intervention Procedures

1. Any staff member who becomes aware that a student may be suicidal is to **immediately** notify the school support services staff (Mrs. Needham or Ms. McCall) or an administrator (Mr. Villines) and assure that the student is **NOT** left alone.
2. A school counselor, school social worker, or school administrator will see the student as soon as possible and continue to assure constant supervision of the student.

If the student is violent or armed, the school administrator or resource officer must be notified. If they are unavailable, call 9-1-1.

Antibullying Policy

There is zero tolerance for Bullying at Isaac Bear. If Bullying occurs, Isaac Bear will follow the Discipline Plan that aligns with the New Hanover County School Discipline Policy.

Attendance Policy

Isaac Bear Freshman and Sophomore attendance is monitored daily by Isaac Bear Administration. Isaac Bear request all Students taking UNCW Courses to stop by Isaac Bear at some point each day to sign into School for attendance purposes.

Personal Electronics Policy

Isaac Bear Early College is a 1:1 High School where Students used their devices appropriately for daily instruction at Isaac Bear and UNCW. Students are aware to having their devices charged daily upon arrival to School.

During the Freshman and Sophomore years at Isaac Bear, Isaac Bear teachers stress the appropriate ways for using Google Drive and other instructional platforms.

Lesson Plans for Teaching Common Area and Schoolwide Policy Expectations

Our plan is building those positive relationships with Students upon their entry into Isaac Bear Early College. Students and Parents know they are entering a nurturing learning environment where everyone benefits from the success of every Student.

Job Descriptions for Supervisors

Isaac Bear Administration supervises daily the complex common areas such as the playground and cafeteria.

Isaac Bear Discipline Plan 2023-2024

Level I Violations (Classroom Level)

Teachers will handle minor violations that occur in the classroom according to classroom expectations, which have been posted and reviewed. These behaviors should be handled by the teacher, and should not be an office referral until there is a demonstrated pattern of behavior and parent contact has been made.

Inappropriate behaviors include but are not limited to:

- Being in an unauthorized area
- Disruptive behavior (Being out of your seat, horseplay, throwing items, etc.)
- Dress code
- Inappropriate behavior (off-task, profanity, sleeping, etc.)
- Inappropriate items on school property
- Public Displays of Affection (PDA)

Level I Consequences (documented in Educator's Handbook as classroom actions)

- 1st: Teacher-directed consequence** (Suggestion: verbal warning)
- 2nd: Teacher-directed consequence** (Parent Meeting with Team & Counselor)
- 3rd: Teacher-directed consequence** (Parent Meeting with Principal)
- 4th: Office referral** (*Becomes a Level II Violation*)

Level II Violations

Violations of the following policies will result in an Office Referral and possible suspension up to ten (10) days. Our best efforts will be made to minimize lost instructional time for disciplinary consequences. Additional violations may result in recommendation for long term suspension for persistent disobedience.

- Fourth referral of a level I violations demonstrating a pattern of *the same kind* behavior
- Academic Integrity
- Inappropriate literature/illustrations/comments
- Symbols of gang affiliation (also confiscated)
- Disrespect of faculty & staff (including profanity)
- Possession of tobacco products, including E-cigarettes, and Vape Products (items confiscated)
- Skipping (cutting class or leaving class without permission)
- Misuse of technology (May also result in loss of internet privileges at school)

Level II Consequences:

1st Violation:	Lunch Detention with Administration with Parental Contact
2nd Violation:	After School Detention with Administration with Parental Contact
3rd Violation:	ISS 1 Day with Principal with Parental Contact
4th Violation:	OSS 1 Day with Parental Contact
5th Violation:	OSS 2 Days with Parental Contact
6th Violation:	OSS, 3 Days with Parental Contact

Level III Violations

Violations of the following New Hanover County Schools Code of Student Conduct or the UNCW Code of Student Life may result in Out of School Suspension for up to ten (10) days and possible long-term suspension:

- Arson
- Bullying (including cyber-bullying), harassment, and discrimination
- Disruption of the learning environment
- Extortion or hazing
- Indecent exposure
- Non-compliance with directions of school personnel (insubordination)
- Physical and/or verbal abuse (fighting)
- Possession of weapons and dangerous instruments, including look-alike weapons
- Possession, transmission or use of narcotics, alcoholic beverages, controlled substances, chemicals, or drug paraphernalia
- Sexual misconduct
- Theft, damage, vandalism
- Threatening school personnel

Level III Consequences: Parental contact for all level III Consequences

1st Violation: OSS 3-5 Days

2nd Violation: OSS 10 Days & May result in recommendation for Long-Term Suspension

For Violations falling within Levels I-III, Supervised Campus Community Service and Restitution may be used as a consequence in addition to or in lieu of the prescribed consequence. This must be approved by the principal.

Level IV Violations: Parental contact for all level IV Consequences

Violations of the following New Hanover County Schools Code of Student Conduct or the UNCW Code of Student Life will result in a mandatory 10-day suspension and a recommendation for Long-Term Suspension, or possible dismissal from The University of North Carolina Wilmington:

- Possession of a weapon, destructive devices, or other dangerous instruments or substances on any school property, including vehicles
- The possession, manufacture, sale, or delivery, or any attempted sale or delivery, of a controlled substance in violation of Chapter 90 of the General Statutes.
- A second offense involving usage and/or possession of controlled substances, narcotics, alcoholic beverages, stimulant drugs, and related paraphernalia, or any violation of the NC Toxic Vapors Act
- Rape, sexual offense, or sexual assault
- Sexual harassment
- Making a bomb, terror threat, or hoax
- Battery involving a weapon or causing serious injury
- Any other serious conduct that indicates that the student is a danger to other students or staff, or where there is a significant risk that the student will be a danger to other students or staff

Level V Violations: Parental contact for level V Consequences

Violations of the following New Hanover County Schools Code of Student Conduct may result in Expulsion from school for 365 days, or the possible dismissal from The University of North Carolina Wilmington:

- Possession of or bringing a firearm or destructive device on educational property or to a school sponsored event off educational property

Behavior violations that do not fit into our level of consequences will be handled on an individual basis. Please be advised that neither the Isaac Bear Discipline Plan nor the New Hanover County Discipline Handbook is all-inclusive. Incidents cited will be dealt with according to federal, state, and local policies and laws. The NHCS Policy Manual may be found at: https://boardpolicyonline.com/bl/?b=hanover_county_new

Nondiscrimination

Isaac Bear Early College does not discriminate in relation to race, sex, age, religion, national background, handicap, or other human differences in all matters concerning our customers. This policy of nondiscrimination is in accordance with Board Policy 1720.

Report forms:

In our small learning community, administration will be aware of possible discipline if needed, so there will not be a need for referral forms. If ever needed, Isaac Bear will use Educator Handbook to inform Administration, then the behavior will be submitted to PowerSchool.

Front office procedures: Document your plans for how office staff will handle referred students.

If necessary, all referred Students will be handled by the Isaac Bear Principal.

Guidelines for Disagreeing With Others

Disagreements will be handled in a timely manner by Isaac Bear Administration along with assistance of the Isaac Bear Student Services Department.

Adopted Approach to Classroom Management

With the assistance of Administration, all classroom management will be handled by Isaac Bear Staff along with the support of that entire grade level.

Statement of Staff Beliefs

Help your staff to clarify and agree upon a set of beliefs about managing student behavior. This requires time and skilled leadership. One useful way is to have staff discuss the three questions we present in Chapter 13 and then summarize their answers as a series of belief statements. (Note: Although your staff may not agree with the given beliefs, the answers to the questions may be useful as discussion starters. The sample staff beliefs may also prompt productive discussion.)