

International School at Gregory Schoolwide Behavior Plan (SBP) 2024-2025

School Name: International School at Gregory Date: 08/17/24


Mission Statement

To provide a safe and welcoming environment with rigorous, relevant, and engaging lessons that create and cultivate students who leave Gregory as bilingual creators, critical thinkers, & as effective communicators.

Guidelines for Success

IS@G uses PBIS and Shared Agreements throughout the school to ensure success for all students. Gregory Dolphins make a SPLASH when we Succeed, are Polite, Lead, Achieve, and are SAFE and HONEST! All items listed below are shared in person, on our website, or through our weekly family newsletter.

Our PBIS guidelines include the following:

- PBIS Matrix (shared, reviewed, and posted around school) updated 2023
 - Student/Teacher/Parent/Admin compact (signed at the open house and sent at the first interim report) updated 2023
 - Student/Family Handbook (included all guidelines for success)
 - First ten days lesson plans for expectations (k-8)
 -  BOY Checklist
 - SPLASH Stickers/Classroom Rewards and Dolphin Dollars for K-5 students to earn and spend at SPLASH Store
 - Quarterly PBIS celebrations (6-8)
- *Caught Being Good pads that staff can complete for students and staff to be taken to administration for a prize

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IS@G Dolphins Behavior Expectation Matrix 2024

	S P L A S H
Hallway/Sidewalk	<ul style="list-style-type: none"> • Walk facing forward on the right side • Voice level 0 • Hands and feet to self • Keep walkways clear • Go straight to your destination • Pay attention to adults in charge
Car Dismissal	<ul style="list-style-type: none"> • Voice level 1 • Remain in your area • Listen for your name to be called • Line up and walk to your car • Pay attention to adults in charge
Van Dismissal	<ul style="list-style-type: none"> • Pay attention to adults in charge • Voice level 1 • Stay with your assigned van group • Listen for your van to be called • Line up and walk to your van
Bus Dismissal	<ul style="list-style-type: none"> • Pay attention to and stay with adults in charge • Walking Feet • Use sidewalk • Know your bus number • Voice level 1
Bus	<ul style="list-style-type: none"> • Listen to your bus driver/bus monitor • Hands and feet to self • Voice level 2 • Stay in assigned seat • Food and drink should remain in your bags
Cafeteria	<ul style="list-style-type: none"> • Use manners <ul style="list-style-type: none"> ◦ Say "please" & "thank you" ◦ Clean up your area • Only eat your food • Voice level 2 • Walking feet & ask permission to leave your seat • Pay attention to adults in charge
Restroom	<ul style="list-style-type: none"> • Voice level 0 • Come and go in a timely manner • Respect others' privacy • Use only what you need

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	<ul style="list-style-type: none"> • Wash your hands and clean up after yourself
Auditorium	<ul style="list-style-type: none"> • Voice level 0 • Pay attention to adults in charge • Sit with feet on the floor, facing forward. • Eyes and ears on the stage • Clean up after yourself
Playground	<ul style="list-style-type: none"> • Use equipment properly • Voice level 3 • Include others and play fairly • Pay attention to adults in charge • Control your body and your words • Clean up after yourself • Line up at a voice level 0 when a teacher calls you
Media Center	<ul style="list-style-type: none"> • Pay attention to adults in charge • Enter and exit with a voice level 0 • Be respectful of materials • Come and go in a timely manner

Core Beliefs

Academic Achievement - students will be at or above grade level in core subjects.

Bilingualism - students will be effective communicators in both languages.

Biliterate - students will be able to read and write proficiently in both languages.

Sociocultural Competency - students will be engaged in a unique learning community that will teach positive cross-cultural attitudes/behaviors and high levels of self-esteem, thus preparing them to become successful global leaders and learners.

Community Engagement - we believe we must engage parents and community stakeholders in order to maximize our educational impact.

We value :

1. Relationships - Establish positive relationships with families, students, and staff based on frequent communication, trust, and respect.
2. Integrity - Maintain the highest standards of behavior, ethics, fairness, and honesty with ourselves and others.
3. Student learning -Create an environment that is supportive and respectful and motivates all students to excel.

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4. Diversity - Understand and appreciate individual differences and cultures. Teach with cultural competency and have the utmost respect for others' backgrounds, traditions, and cultural nuances.

5.Accountability- Demonstrate personal and educational responsibility for student learning based on data-driven instruction, student-friendly targets that are aligned with NCSCOS, and student discourse to develop academic common language with teacher to student and student to student communication.

STOIC Guidelines

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

1. STOIC has been the focus of two staff meetings in 2023. We, as a staff, have displayed the STOIC guidelines in our classrooms to be reminded daily of the practices.

- **Structure:** Is the area or policy structured and organized in a way that prompts behavioral success?
- **Teach expectations:** Are the expectations for student and staff behavior in that setting or with that policy clear and explicit? Have those expectations been explicitly taught to students and staff? Are the expectations reviewed with students and staff on a reasonably regular basis?
- **Observe and monitor:** Is supervision adequate in terms of proximity management and visual scanning? Do you ensure that behavioral data for the setting or policy are collected and analyzed regularly?
- **Interact positively:** Do supervisors interact frequently and positively with students? Do they provide at least three times more positive than corrective interactions with students?
- **Correct fluently:** Do supervisors respond briefly, calmly, consistently, respectfully, and as privately as possible? Do they provide instruction with their corrections?

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Schoolwide policy example: Electronic Devices

S- Students should turn off and secure phones in bookbags for the duration of the day.

T- Electronic devices, including cell phones, earbuds, and/or headphones, should not be visible during the school day, including lunch. Discussed the purpose of policy with students: No devices allow students to utilize executive functioning skills, eliminate cyberbullying at school, encourage students to engage in social interaction with peers, and minimize distractions from learning.

O- Teachers and staff monitor consistently throughout the school day. Visible phones will be confiscated until the end of the day. For student safety, devices will be returned at the end of the day to students.

I- Reinforcement of student discourse in the classroom to encourage students to collaborate. Teachers are not on their phones during the school day, modeling appropriate behavior for students.

C- Visible phones will be confiscated until the end of the day. For student safety, devices will be returned at the end of the day to students. We utilize a matrix of consequences to reteach expectations and to enforce the expectations.

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	1st Offense	2nd Offense	3+ Offenses
<p><u>Possession</u> (<i>visible</i>)</p> <p>If the phone is seen, students will get <u>one verbal warning</u> to turn it off and put it away (locker or book bag)</p>	<p>Verbal redirection; minor incident entered; family contacted by the teacher; device confiscated; the student can pick up at the end of the day.</p>	<p>Verbal redirection, the family contacted by teacher or office staff; a minor incident entered; phone placed in the front office</p>	<p>Verbal redirection, family contacted; major incident entered; phone placed in front office for family pick up; meeting held to develop a plan moving forward with school and family. Lunch/recess detention assigned.</p>
<p><u>Active Use</u></p> <p>(<i>impacting a single person - playing a game, viewing social media, checking sports updates, etc.</i>)</p>	<p>Device confiscated; minor incident entered; teacher notifies family for device pick up.</p>	<p>Device confiscated, major incident entered, family contacted by office, device pick up by family, lunch/recess detention assigned.</p>	<p>Device confiscated; major incident entered; 1-3 Days of ISS assigned; family must come to retrieve device and family meeting held to develop plan moving forward.</p>
<p><u>Hinderance</u></p> <p>(<i>interfering with the learning environment - videoing someone or something, texting another person, posting on social media - impacting another person in some way (any use in a restroom)</i>)</p>	<p>Device confiscated; major incident entered; family contacted by office; family must come to the school to retrieve device; family meeting held to develop plan moving forward; Lunch/Recess detention assigned.</p>	<p>Device Confiscated; major incident entered; 1-3 days of ISS assigned.</p>	<p>Device confiscated; 1-5 days of OSS assigned; family meeting held; student not permitted to bring device on campus for the duration of the school year.</p>

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Ratios of Positive Interactions

Acknowledgment

- Staff shout-outs in the “Extra Degree” section of Weekly Wave (Staff Newsletter).
- Staff shout-outs in the weekly Fri-yay announcements.
- Classrooms who earn a letter on their SPLASH 100s chart are announced on the Morning Announcements. Classrooms have small celebrations for these accomplishments.
- K-5 students are also reinforced for their positive behavior daily through earning dolphin stickers, Dojo points, and/or Dolphin Dollars.
- Middle School students are rewarded for positive behavior at quarterly incentive parties.
- Positive office referrals.

Recognition

- Students are recognized through our PBIS program and celebrations.
- Students of the Month are recognized monthly for exhibiting the character traits in SPLASH, SEL, and with our Global Competencies (k-5) and/or Portrait of a Graduate (6-8).

Example:

<p><u>October</u> PBIS: Polite SEL: Self-Awareness Global Competencies (k-5): Curiosity Portrait of a Graduate (6-8): Learner's Mindset</p>

- Student athletes are recognized through our weekly Middle School Parent Newsletter.
- Students at Tier 2 or 3 levels of behavior support have point sheets and other reinforcements.

Attention

- Positive communication with families through weekly newsletters.
- Trusted adult conversations and check in/out.
- MTSS structures to support students academically and behaviorally.

Belonging

- Morning announcements for the good of all students
- Wednesday morning clubs
- SAVE/SET Club
- PCU/CIS support staff who works with individuals and groups
- Global focus that includes various activities throughout the year including Ruby Bridges Walk to School Day, Hispanic Heritage Week, Black History Month events, educational events for holidays/traditions around the world (i.e. Hanukkah, Chinese New Year)

Purpose

- Learning targets, choice boards, morning homeroom slides, vision boards
- Highlighting cultures from around the globe

Competence

- Intervention time to support academics and behavior goals, MTSS, AIG support, teacher PLCs, ongoing Staff Professional Development
-  BOY Checklist for teachers

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Nurturing

- **Active support from support staff (MTSS, AIG, Counselors, SW, PCU/CIS)**
- **Wide variety of interest-based clubs: Wednesday morning clubs, SAVE/SET Club, NJHS Club, 100 Black Men, Girls on the Run, STRIDE, Science Olympiad, Science Fair, Battle of the Books, etc.**

Stimulation and change

- **Individual support, MTSS interventions, movement breaks, break cards, weekly MTSS discussions, PLC discussion on student needs**
- **Active SIT and Committees to support and implement current school goals**
- **IS @ Gregory staff are expected to implement high ratios of positive interventions to support positive interactions school-wide.**
- **All staff PD are also aligned to the CASEL framework and include positive openers and optimistic closures to model this framework for classroom use.**

Rationale

- **When adults pay more attention to positive behavior, students are reinforced for positive behavior as opposed to reinforced for the negative. Also, when staff focuses on the positive they stay in a more positive mindset throughout the day, which increases student achievement.**
- **We focus on positive reinforcement and communication throughout the entire building and also when we communicate at home with families. We have had specific training through MTSS on using the “hamburger” approach to positive communication with parents and students (i.e. start with a positive comment, discuss challenges, and end with positive comments).**
- **IS@G staff are expected to make at least one positive contact with parents of each child monthly (via postcard, phone call, or email)**
- **We reinforce our K-5 students who are showing SPLASH expectations with dolphin stickers, Dolphin Dollars, and Dojo points.**
- **We highlight a Staff Global Leader each month.**
- **Staff are expected to reward students regularly and are also expected to follow our behavior flow chart for those who need re-direction and support. Staff is expected to include parents in the data discussion and intervention process.**

Extra-Curricular Activities

- **Gregory offers a variety of clubs and extracurricular activities including**
 - **Wednesday morning clubs, SAVE/SET Club, NJHS Club, 100 Black Men, Girls on the Run, STRIDE, Science Olympiad, etc.**
 - **Sport teams (offered through Williston Middle School)**

Welcoming and Orienting New Students, Families, and Staff

- **Gregory begins welcoming prospective families by offering tours in the spring for prospective kindergarteners. This allows parents to see our school “in action.”**
- **Gregory offers a kindergarten “getting to know you” event before school begins in August.**
- **New staff members work with their grade level teams to learn the procedures and expectations at Gregory**
- **Typically, Gregory students must start in kindergarten. There are special circumstances in which a 1st-8th grade student may be able to come to Gregory. Families who are**

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interested in having a 1st-8th grade child come to Gregory need to contact the principal directly in order to determine eligibility.

Establishing and Working With a Behavior Leadership Team

Document your behavior leadership team organization and guidelines for operation.

Behavior Leadership Team Organization

Team name:

Name	Current School Position	Team Role/Responsibility	Who Does the Person Represent?
Hilda De Leon	Principal	Behavior Support	Administrators
Lina Espinosa Ga...	AP - K-8	Behavior Support	Administrators
Ashley Hager	Counselor	K-5 Support	Support Staff/Behavior Committee Chair
Havah Henzler	School Social Worker	K-8 Support	Support Staff
Leah Pope	MTSS Coordinator	MTSS Lead	MTSS
Sarah Straw	Instructional Coach	Support	Support
Yaneth Urcurqui	Instructional Coach	Support	Support
LaShawn White	Turn-Around Pod (ISS)	K-8 Support	Support

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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?	<ul style="list-style-type: none"> • BOY Training/Breakout Sessions • First 10-day lesson plans provided • Weekly MTSS/PLC meetings • Staff Meetings • Behavior Committee Meetings (1x/month)
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)?	Staff on the team remain on the team from year-to-year. Our Behavior Committee members can change from year to year.
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?	Leadership Team meetings are 1x/month. Behavior Team meetings (different committee) are 1x/month.
Team meeting place	Where does the team meet? Does this area need to be reserved?	Leadership Team: Room 1026 Behavior Committee: Room 2303B
Team meeting ground rules	What are the ground rules for team meetings?	Follow norms (posted on the agendas at each meeting)
Absences	How do team members who miss meetings catch up? Do all team members have a backup person who can attend meetings for them?	Leadership Team: Assigns someone to attend in his/her place Behavior Committee: Minutes are sent after each meeting so all staff can review
Team meeting agenda and minutes	How do we capture our work during our meetings? Do we take minutes?	Agenda/Minutes
Schoolwide Behavior Plan (SBP)	Who is in charge of archiving all work completed by the team? Where will the SBP binder be kept?	The Behavior Committee Chair.

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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.

- Gregory's Behavior Committee is tasked with the upkeep of PBIS structures, posters, policy discussions, procedures, etc. When needed, other staff are consulted (i.e. Leadership/SIT) to make school-wide decisions.
- The Behavior Committee meets 1x/month. We work in conjunction with our SIT to update our School Improvement Team goals, collect evidence, and review data to help determine next steps.
 - Changes are communicated to staff through Behavior Committee reps, Weekly Wave newsletter, and/or through Staff/MTSS/PLC meetings

Safety Policies and Procedures

- School Safety Specific procedures are in place to ensure the safety of all students, staff, and campus visitors in the event of a school crisis.
- All staff were trained on the county safety procedures for different drills
 - Hold
 - Secure
 - Lockdown
 - Evacuate
 - Shelter
- To fully understand these procedures, mandatory drills will be scheduled monthly. Students should take all drills seriously. During a drill, students should follow all staff directives in moving to assigned "safe" areas inside or outside the school buildings. Students are to remain with their class during drills and conduct themselves in an orderly manner by waiting quietly for additional instructions. Electronic devices are not to be used during a drill. When the drill is over, students are to return to their class quietly.

School Resource Officer

The School Resource Officer (SRO) is an employee of the New Hanover County Sheriff's Department. The SRO also serves as a resource teacher in areas of Law Enforcement Education and can at times function as a counselor, by listening and assisting students with various problems. This approach enables the SRO to be a positive Law Enforcement role model and use proactive prevention by exposing the human qualities of law enforcement to our youth. The SRO will be responsible for diverting minor law infractions through school disciplinary avenues and parent counseling as opposed to sending the offender into the criminal court system.

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School Nurse

NHCSs contracts School Nurses to be available to all students in case of a medical or mental health emergency. School nurses also work with families, develop Emergency Medical Action Plans, deliver necessary medications to students, and take care of general health and safety concerns that arise during the school day.

School-Based Mental Health Providers (New Hanover County Health Department)

A Health Department licensed family therapist is available to provide mental health services such as evaluation and treatment of children and adolescents with moderate to severe behavioral and emotional problems. School-based mental health services (therapy) are available to students and their families at Gregory. All information is strictly confidential. Our therapist, Ms. Paige Myers, will never disclose your child's or family's information with school staff unless the parent/guardian gives permission and it is in the child's best interest to help reach therapeutic goals.

Communities in Schools & Voyage

CIS Student Support Specialists provide case-managed services to students identified as being at-risk of dropping out, or in need of specific intervention services. The Student Support Specialist links these students with resources and programs including mental health counseling, tutoring, attendance monitoring, mentoring, and afterschool programs.

Common Area Policies and Schoolwide Policies

IS@G Dolphins Behavior Expectation Matrix 2023

	S P L A S H
Hallway/Sidewalk	<ul style="list-style-type: none">• Walk facing forward on the right side• Voice level 0• Hands and feet to self• Keep walkways clear• Go straight to your destination• Pay attention to adults in charge
Car Dismissal	<ul style="list-style-type: none">• Voice level 1• Remain in your area• Listen for your name to be called• Line up and walk to your car• Pay attention to adults in charge
Van Dismissal	<ul style="list-style-type: none">• Pay attention to adults in charge• Voice level 1• Stay with your assigned van group• Listen for your van to be called• Line up and walk to your van

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Bus Dismissal	<ul style="list-style-type: none"> • Pay attention to and stay with adults in charge • Walking Feet • Use sidewalk • Know your bus number • Voice level 1
Bus	<ul style="list-style-type: none"> • Listen to your bus driver/bus monitor • Hands and feet to self • Voice level 2 • Stay in assigned seat • Food and drink should remain in your bags
Cafeteria	<ul style="list-style-type: none"> • Use manners <ul style="list-style-type: none"> ◦ Say “please” & “thank you” ◦ Clean up your area • Only eat your food • Voice level 2 • Walking feet & ask permission to leave your seat • Pay attention to adults in charge
Restroom	<ul style="list-style-type: none"> • Voice level 0 • Come and go in a timely manner • Respect others’ privacy • Use only what you need • Wash your hands and clean up after yourself
Auditorium	<ul style="list-style-type: none"> • Voice level 0 • Pay attention to adults in charge • Sit with feet on the floor, facing forward. • Eyes and ears on the stage • Clean up after yourself
Playground	<ul style="list-style-type: none"> • Use equipment properly • Voice level 3 • Include others and play fairly • Pay attention to adults in charge • Control your body and your words • Clean up after yourself • Line up at a voice level 0 when a teacher calls you
Media Center	<ul style="list-style-type: none"> • Pay attention to adults in charge • Enter and exit with a voice level 0 • Be respectful of materials • Come and go in a timely manner

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Anti Bullying Policy

New Hanover County Schools' Board Policy defines bullying as a form of harassment that means the intimidation of others by the real or threatened infliction of physical, verbal, written, electronic transmission, or emotional abuse or attacks of personal property.

- IS@G does not tolerate bullying of any type.
- The school administration and/or support staff investigate reports of bullying.
- Students can also make reports to any staff member.
 - Middle School students can use the county-sponsored SaySomething App to anonymously report bullying
- ETHIX360 is our county system for parents, students, and/or staff to anonymously report bullying
- Counselors review procedures with students for how to report bullying at school. Middle School Counselor shares SaySomething App information as well.
- Students are encouraged to be UPSTANDERS!
- School-wide bullying prevention month activities.
 - "Starts with Hello" activities
 - SAVE/SET Club will do school-wide education and outreach activities

Attendance Policy

IS@G follows the NHCS Attendance Policy

- Families are reminded of attendance and tardy policies frequently through the weekly Parent Newsletter
 - School attendance and success in school are directly related. After an absence, a parent must send a note to the homeroom teacher explaining the reason for the absence. If a student fails to bring a note from his or her parent/guardian, the absence will be coded unexcused. Students who fail to bring written notes from parents/guardians or have excessive absences will be reported to the school social worker. North Carolina State law allows parents to be prosecuted for their child's truancy.
- Check-In Policy
 - Students arriving after 7:40 will report to the main office to check-in. A parent must accompany the student to the main office to check-in.
 - If the student does not report to homeroom, he/she will be counted absent, and the caller system will notify the parent.
 - Students checking out before 11:08 a.m. or checking in after 11:08 a.m. will be considered absent for the day.
- Check-Out Policy
 - Parents/guardians must list the name(s) of individuals authorized to pick up their child from school when completing the beginning of year paperwork (<https://nhcsncc.scribborder.com>). Parents/guardians can add/remove people from this list during the school year. Please allow a 24-hour processing time for changes to be transitioned to PowerSchool.

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- In the event that a student must leave school early, the parent/guardian, or designee, must report to the main office and request to sign the student out of school early. A reason for the check-out will be needed.
- The adult checking out the student must have a valid picture ID to ensure the safety of our students. Individual check-outs after 2:00 p.m. will not be permitted.
- **Student Arrival**
 - When reporting to school in the morning, Kindergarten students should report directly to their homeroom class. 1st-5th grade students should report to either their homeroom class and/or to the cafeteria FIRST to pick up breakfast. All 6th-8th graders should report directly to the cafeteria.
 - Students are not permitted in the school prior to school starting. To ensure adequate supervision and student safety, please do not drop your child off at school prior to 7:15 a.m., as there is no direct supervision for students.
- **Student Dismissal**
 - Students will be dismissed at 2:35 p.m.
 - All transportation changes must be communicated by parents via letter or email no later than 1:30pm.
 - Car riders are dismissed to the Media Center.
 - Van riders are dismissed to the auditorium.
 - Bus riders dismiss to the front of the school.
 - YMCA dismisses to the cafeteria.
 - Athletes are dismissed to the designated teacher's room.
- **Tardies to School/Class**
 - It is imperative that students be in the habit of arriving at school and all classes on time to avoid missing instruction and interrupting the learning process. Tardies will be included in the student discipline policy.
 - Students who are habitually late to school will be referred to the School Social Worker for a conference with the parent.
 - Tardies received due to a late bus are excused and will not fall under this policy.

Personal Electronics Policy

International School at Gregory Personal Device Policy 2024-2025

Expectation

During the school day (arrival to school through when the student exits the building), students are expected to keep their personal devices turned off and secured in their book bags unless there is a documented accommodation for a student. (IEP, EAP, 504). Visible devices will be taken up until the end of the day. For student safety, devices will be returned to students at the end of the day. For habitual offenders, students' phone privileges will be revoked, and students will turn their phones in for up to 10 days during the school day. Under no circumstances should students use devices to record audio and/or video during the school day. Within the FAQs on Photos and Videos Under FERPA, the U.S. Department

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of Education provides guidance and examples of situations in which audio recordings, photos, and videos would be considered FERPA-protected education records. **If a student refuses to comply with these expectations or refuses to give their device to staff upon request, they could be suspended until a family conference is held. All other consequences for misuse are outlined on page 2 (matrix).**

Why?

When students are at school, we want them to engage in learning and face-to-face social communication. Personal devices often interfere with education and the learning of those around students. Recently, the US Surgeon General warned that children and teens using social media can pose a profound risk of harm.

How is "personal device" defined?

Any portable electronic device including, but not limited to, cellular and wireless phones, digital cameras, tablets, e-readers, smartphones, laptops, WiFi-enabled or broadband access devices, and devices that allow a person to record, access, and/or transmit on either a real-time or delayed basis, data, sound, video or still images, text, or other information.

- This includes phones, smart watches, tablets, laptops, headphones, and similar devices not school-issued. If smartwatches are used as phones (not used as a watch), the school will follow the same procedures as a phone.

When are personal devices permitted to be used?

- Students may access personal devices before they enter the school building and when they exit the building for the day. This includes athletes staying after school until sports begin at 3:45 pm. They are not allowed to have their phones out during this time, with the exception of calling home to check-in/update parents.
- When there is a change in after-school activity, an announcement will be made allowing students to temporarily use their phones or a classroom to notify their caretakers.

When are personal devices NOT permitted to be used?

- Students may NOT access personal devices at any time during the school day (when they enter the building - when they exit the building).

How can families get in touch with their students during the school day?

- Our front office is staffed between 7:00 am and 4:00 pm. Families can call and leave messages for their student(s). Messages will be delivered to the students in a timely manner.
- If students need to call home, they can use the front office phone.

How can families support their students in this area?

- Please support our efforts by not expecting your student to access their phone during the day. If there is an emergency, you can contact them through the school office.
- Consider using parental controls by only allowing the essential apps for communication or instruction during the school day (turn off all other notifications, badges, and alerts)
- If your child does not have a device, consider your ability/willingness to monitor it before purchasing one. There is no school-based need for a smartphone or device.

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Resources

- [The Case for Making the Classroom Cell Phone Free](#) [Cellphones in School: What to Know](#)
- [Get Phones Out of School Now](#) [Does Social Media Use Cause Depression?](#)
- [Social media use and depression in Adolescence: a scoping review](#) [Wait Until 8th](#)

Matrix of Consequences for Misuse of Devices

	1st Offense	2nd Offense	3+ Offenses
<u>Possession</u> (<i>visible</i>) If the phone is seen, students will get <u>one verbal warning</u> to turn it off and put it away (locker or book bag)	Verbal redirection; minor incident entered; family contacted by the teacher; device confiscated; the student can pick up at the end of the day.	Verbal redirection, the family contacted by teacher or office staff; a minor incident entered; phone placed in the front office	Verbal redirection, family contacted; major incident entered; phone placed in front office for family pick up; meeting held to develop a plan moving forward with school and family. Lunch/recess detention assigned.
<u>Active Use</u> <i>(impacting a single person - playing a game, viewing social media, checking sports updates, etc.)</i>	Device confiscated; minor incident entered; teacher notifies family for device pick up.	Device confiscated, major incident entered, family contacted by office, device pick up by family, lunch/recess detention assigned.	Device confiscated; major incident entered; 1-3 Days of ISS assigned; family must come to retrieve device and family meeting held to develop plan moving forward.
<u>Hinderance</u> <i>(interfering with the learning environment - videoing someone or something, texting another person, posting on social media - impacting another person in some way) (any use in a restroom)</i>	Device confiscated; major incident entered; family contacted by office; family must come to the school to retrieve device; family meeting held to develop plan moving forward; Lunch/Recess detention assigned.	Device Confiscated; major incident entered; 1-3 days of ISS assigned.	Device confiscated; 1-5 days of OSS assigned; family meeting held; student not permitted to bring device on campus for the duration of the school year.

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Lesson Plans for Teaching Common Area and Schoolwide Policy Expectations

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First 10 Days ELEMENTARY– Planning Framework

DAY ONE:

1. Walking into the classroom
2. Classroom Scavenger Hunt
3. Morning Routine
 - Breakfast routine
 - How to pick your lunch choice
 - Morning work routine
 - Folders
 - Bathroom with pass
 - Emotions check-in
4. Carpet Rules/Expectations
5. Behavior steps
6. Student introduction
7. How to line-up and Gregory walk (no talking, right side of hall)
8. Tour of the School (teach your stops, lunch room/bathrooms- which one to use during specials/hallway expectations)
 - Make sure to go over SPLASH expectation in each area
9. Teacher introduction
10. Transition expectations and rehearsals
11. Independent Work
12. First Day Activity
13. Fire Drill and Tornado Drill expectations
14. Activity (ex- begin creating matrix, goals for the year, what they want from the year, **using Global Competencies as a guide** etc.)
15. Pack-Up/Dismissal procedures (walking in the hall, where to go, etc.)
16. Hand signals (bathroom, water)

DAY TWO:

1. Review morning procedures
2. Review carpet rules and transitions
3. Listening activity (ex- whole body listening, etc.)
4. Review transitions
5. Review independent work
6. Team building activity
7. Review Gregory walking (no talking, right side of hall)
8. Lockdown expectations / Shelter and Hold expectations

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9. Lesson on being **Succeed**- anchor chart and activity
10. Update matrix (classroom agreement) with students (incorporating new areas that were taught that day)
11. Assess previous knowledge through review activities (math)
12. Pack-Up/Dismissal procedures (walking in the hall, where to go, etc.)

DAY THREE:

1. Review morning procedures
2. Review carpet rules (listening rules) and transitions
3. Lunchroom expectations (anchor chart and activity)
4. Lesson on being **Polite** (anchor chart) and activity on recess safety
5. Assess previous knowledge through review activities (math)
6. Update matrix with students (incorporating new areas that were taught that day)
7. Pack-Up/Dismissal procedures (walking in the hall, where to go, etc.)

DAY FOUR:

1. Review morning procedures
2. Auditorium expectations
3. Review being **Succeed and Polite** (in new area of the school; ex- lunchroom, classroom, bathroom)
4. Lesson on being **Lead** (anchor chart) and activity on recess safety
5. Teach grade level expectations, consequences, and reward system
6. Update matrix with students (incorporating new areas that were taught that day)
7. Pack-Up/Dismissal procedures (walking in the hall, where to go, etc.)

DAY FIVE:

1. Review morning procedures
2. How to ask a questions/calling out lesson and activity (ex- classroom sign language)
3. Introduce being responsible – handling materials (anchor chart and activity)
4. Lesson on being **Achieve** (anchor chart) and activity
5. *3rd Grade-8th Grade– Testing Expectations*
6. Update matrix with students (incorporating new areas that were taught that day)
7. Pack-Up/Dismissal procedures (walking in the hall, where to go, etc.)

DAY SIX:

1. Review morning procedures
2. Introduce being **Safe** (anchor chart and activity)
3. Update matrix with students (incorporating new areas that were taught that day)
4. Pack-Up/Dismissal procedures (walking in the hall, where to go, etc.)

DAY SEVEN:

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1. Review morning procedures
2. Introduce being **Honest** (anchor chart and activity)
3. Complete classroom matrix with SPLASH
4. Pack-Up/Dismissal procedures (walking in the hall, where to go, etc.)

Day EIGHT

1. Review morning procedures
2. Complete classroom matrix with SPLASH
3. Pack-Up/Dismissal procedures (walking in the hall, where to go, etc.)

DAY NINE – DAY TEN: *Can be adjusted based on Global Competencies*

- *The difference between tattling and telling
- *The difference between fair and equal
- *Feelings and how to handle those feelings
- *Dolphin Cove procedures/expectations
- *Sharing and friendship
- *Sub expectations
- *What to do if visitors come to the room
- *Go over different people in the school and their jobs

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First 10 Days MIDDLE– Planning Framework

DAY ONE:

1. Walking in Hallways/ How to Step into the Classroom Ready to Work
2. Morning Routine
 - Breakfast routine / Lunch choice procedures
 - Morning Meeting Routine
 - Backpacks/lockers
3. Student/Teacher Introduction
 - About You / Teacher Personal Philosophy
4. School Behavior Expectations and Behavior Steps
 - Cell Phone Policy
 - Dress Code - no hoods up in classrooms and hallways
 - Bathroom Policy
 - Bullying / Language/ Physical Altercations
 - Fire Drill and Tornado Drill Expectations
 - Williston - walking to and from expectations
5. Teacher Expectations - Routines & Procedures
 - Materials
 - Transition expectations and REHEARSAL

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- Independent Work & How to Get Attention
 - Missing Work/ Checking Grades
 - Hand signals (bathroom, water) - *if using*
6. Syllabus
 - Grading, Pacing, Testing, Projects...
 7. Behavior Steps / Consequences
 8. First Day Activity (*ex: create matrix, goals, what they want from the year, use **Global Competencies as guide***)
 15. Pack-Up/Dismissal procedures (walking in the hall, where to go, right side of hall, etc.)

DAY TWO:

1. Review morning procedures and walk-in procedures
2. Listening activity (ex- whole body listening, etc.)
3. Practice transitions
4. Q&A from yesterday
5. Team building activity
6. Lockdown / Shelter in Place Expectations
7. Lesson - Assess previous knowledge through review activities
8. Update matrix with students (*incorporating new areas that were taught that day*)
9. Pack-Up/Dismissal procedures (walking in the hall, right side of hall, where to go, etc.)

DAY THREE:

1. Review morning procedures
2. Lunchroom and recess expectations
3. Support: Where to go for help when you need it
4. Assess previous knowledge through review activities
5. Update matrix with students (*incorporating new areas that were taught that day*)
6. Pack-Up/Dismissal procedures (walking in the hall, right side of hall, where to go, etc.)

DAY FOUR:

1. Review morning procedures
2. Auditorium expectations
3. Discuss MS expectations, consequences, and reward system
4. Update matrix with students (*incorporating new areas that were taught that day*)
5. Pack-Up/Dismissal procedures (walking in the hall, right side of hall, where to go, etc.)

DAY FIVE:

1. Review morning procedures
2. How to ask a questions/calling out lesson and activity (*ex- classroom sign language*)
3. Introduce being responsible – handling materials, being leaders of the school that the little ones look up to
4. *3rd Grade-8th Grade– Testing Expectations*

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5. Update matrix with students (incorporating new areas that were taught that day)
6. Pack-Up/Dismissal procedures (walking in the hall, right side of hall, where to go, etc.)

DAY SIX:

1. Review morning procedures
2. Discussion: How are we going to keep ourselves and each other **Safe?** (anchor chart and activity)
3. Update matrix with students (incorporating new areas that were taught that day)
4. Pack-Up/Dismissal procedures (walking in the hall, where to go, etc.)

DAY SEVEN:

1. Review morning procedures
2. Pack-Up/Dismissal procedures (walking in the hall, where to go, etc.)

Day EIGHT

1. Review morning procedures
2. Pack-Up/Dismissal procedures (walking in the hall, where to go, etc.)

DAY NINE – DAY TEN: ***Can be adjusted based on Global Competencies***

- *The difference between tattling/ “snitching” and telling
- *The difference between fair and equal
- *Feelings and how to handle those feelings
- *Where to go for help when you need it
- *Friendships in MS
- *Sub expectations
- *What to do if visitors come to the room
- *Go over different people in the school and their jobs

Discipline Policy and Procedures

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Levels of Behavior

- **Disrespectful behavior:** Disrespect of school personnel or school resource officers, including direction toward any school personnel or to any other adult of disrespectful or discourteous remarks or showing contempt in speech or action- **Policy 061 UB**
- **Inappropriate behavior:** Inappropriate behavior means conduct that is unwarranted and is reasonably interpreted to be demeaning or offensive. Inappropriate behavior may be intentional or unintentional. Repeated inappropriate behavior may be deemed as disruptive. - **Policy 114 UB**
- **Disruptive behavior :** Acting in any manner so as to interfere with any teacher’s ability to conduct a class or other school activity. **Policy 042 UB**

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Teacher Managed Conversation w/student Documented parent contact if needed (agenda, email, call, etc.) <u>Document: Notes and Parent contact needed</u> *Disrespectful Behavior- Mild	Teacher Managed (with additional support when needed) Documented, Parent Contact (Parent Phone Call) <u>Document: Minor Incident in Educators Handbook</u> *Inappropriate Behavior- Moderate	Administrator Managed Call for Assistance when needed <u>Document: Major Incident in Educators Handbook</u> *Disruptive Behavior- Severe
Noncompliance: Not following directions Out of seat Calling out Loud voices/yelling Talking in line Refusing to comply Off task talking Head down Playing in the bathroom Won't do work Tearing up work Sitting under tables or desks Not following NHCS dress code	Not following directions (repeated refusal)- this is happening over and over *Leaving the classroom without permission. (Call support staff and document lost instructional time.)	When not following directions becomes unsafe behavior (Physical or verbal violence) Not following directions (repeated refusal)- this is happening over and over and is becoming chronic Student leaves school building
Cell Phones visible	Electronic devices being used to video/take pictures or make phone calls/texts	Refusal to hand over phone/device
Inappropriate language	Inappropriate language, obscenities that are directed toward staff and/or peers Refusal to comply or arguing	Repeated documentation of disrespect to teacher, verbal tirades, and vulgarities directed toward staff members and/or peers.
Nonthreatening touching, pushing, horseplay, hitting, thumping, pinching, kicking, spitting , slapping (not keeping hands to self)	Continued horseplay or any physical contact that is previously mentioned and could include accidental property damage.	Physical violence that requires assistance from administration Inappropriate touch
Roasting or teasing	Ongoing roasting or teasing	Substantiated bullying determination by a counselor.
	Inappropriate items on campus turned into administration (toy guns, rubber knives, handcuffs, etc.)	Weapons of any type Possession of illegal substance Obscene materials Destruction of property Stealing If an item is used as a weapon. It becomes a weapon.

Student in Crisis = Misconduct that results or could result in the harm of the student in crisis or another individual.

1. Take action to ensure the immediate safety of the student in crisis or other individuals.
2. Call extension 72101 to state your name, student's name, location and crisis. Use a walkie if you cannot get to a phone.
3. A school administrator or support staff will report to the location and assess next steps.
4. Students with one or more severe behaviors will not be allowed to attend/participate in out of school events/field trips.

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Corrections and responses for Misbehavior Menu

<p>Level 1 (Mild)- Teacher Managed Incidents</p> <p>The staff member addresses the behavior using classroom management strategies such as:</p>	<p>Level 2 (Moderate) -Teacher Managed Interventions with Documentation</p> <p>The staff member addresses the behavior using classroom management strategies and logical consequences such as:</p>	<p>Level 3 (Severe)-Interventions for Administrative Managed Incident</p> <p>The school administrator addresses the situation after receiving a Major Referral. The school administrator will:</p>
<ul style="list-style-type: none"> • Parent contact (exhaust all numbers all numbers in Powerschool for #'s.) • Class Dojo note home • Partner Teacher Bounce with reflection sheet • Redirect the behavior -use "when" "then" statements • Proximity control • Give a think break • Nonverbal cue to correct behavior • Private conference with student • Modify seating • Verbal or written apology, but <u>don't pressure student to do it immediately.</u> • Review expectations matrix • Restitution- help student plan a way to make things "right". • Re-teach the behavior in the setting • Model correct behavior for the student • Discuss incident in future Morning Meeting • Ignore attention seeking behavior. 	<ul style="list-style-type: none"> • Required phone call to parent/guardian..Follow up with email • Documented in Educators Handbook as a minor referral • Referral to counselor - after repeated behaviors • Begin documenting recurring behaviors • Praise the correct behavior • Private conference with students • Partner bounce • Parent conference - - after repeated behaviors • Develop strategy to help student self-monitor (sticker chart) • Loss of privilege i.e- <ul style="list-style-type: none"> ◦ Silent lunch ◦ Limit menu of choices on the playground (i.e.Students can play with hula hoops and jump ropes, but can't swing if swinging is their favorite choice.) • Restitution (i.e If a student is disrespectful to a teacher, then the student can assist the teacher with a task late that day or next day. It is time to make things "right".) • Reflection sheet • Problem solve with your MTSS team about possible interventions. • Teacher facilitates peer mediation. 	<ul style="list-style-type: none"> • Documented in Educators Handbook as a major referral <ul style="list-style-type: none"> ◦ Call Admin if immediate support is needed • Review all documentation with the office discipline referral. • Hold a conference with the student and possibly the staff member who wrote the referral. • Push-in support • Student removal • In-school suspension • Issue a consequence based on School Board Policy #4300 (i.e., restitution, loss of privilege, temporary relocation, contact with parents, etc.) • Parents are contacted for suspensions. • OSS/ISS last resort • Required Return from OSS Parent Meeting before the student can re-enter the classroom. • Students with one or more severe behaviors will not be allowed to attend out of school events/field trips.

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As part of our Turn Around Pod (In-School Suspension room), we have a Restorative Project that helps students to process their behavior, the consequences of their actions, and how they are differently moving forward. The student has the opportunity to present their project to the counselor, teacher, parent and/or student (depending on the circumstances).

[Restorative Project Template](#)

Guidelines for Disagreeing With Others

Conflict resolution between students is often facilitated by support staff (e.g., counselors, PCU/CIS staff). Conflicts between staff/students are facilitated by the principal, support staff, and/or administrators (as appropriate). Conflicts between staff members are facilitated by administrators.

Adopted Approach to Classroom Management

- Gregory's classroom management system starts with our school-wide SPLASH expectations. Each classroom teacher is expected to develop and post classroom shared agreements.
- These agreements should be referred to and updated as appropriate.

