CRECC Schoolwide Behavior Plan (SBP)

College Road Early Childhood Center 2025-2026

Mission Statement - NHCS Pre-Kindergarten Program

The NHCS Pre-Kindergarten Program is committed to establishing a foundation of learning by inspiring, guiding, and teaching the children in our program while serving their families and the community. We believe that all children have individual worth and can succeed in the future when given a positive foundation of learning.

NHCS Early Childhood Program's Beliefs about Children and Learning

We believe that:

- Children need nurturing caregivers in the home and school setting.
- Children learn through active involvement with developmentally appropriate materials and that play is an important tool for learning.
- Children need to be able to identify and communicate their feelings, needs and desires in positive ways in a preschool setting.
- Children must learn to make decisions and accept responsibility for those decisions and learn to solve real-life problems and not just the right answers.
- A child's development and learning is greatly enhanced through a partnership between the school and the child's family.
- Your child is in the best possible place to learn and develop!

Guidelines for Success

The staff and students of College Road Early Childhood Center participate in a school-wide Positive Behavior Interventions and Support (PBIS) program to teach behavioral expectations in order to best meet the academic potential of all students. This program outlines clear expectations to encourage a positive learning environment.

CRECC Sea Stars are:
Respectful
Responsible
Safe and
Kind

STOIC Guidelines

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

Classroom STOIC checklist shared with teachers annually to help them set up their classrooms for student success (behaviorally) and reflect on classroom management practices to address CORE prior to addressing interventions. This tool will be used in response to Fall Checkpoints of

Teaching Strategies Gold data to address the Social Emotional Domain. It will also be used as a tool for MTSS Problem Solving and determining interventions.

Schoolwide and Tier 2 Reinforcement Systems

Our schoolwide reinforcement systems include a strong School Family(Conscious Discipline), the use of Noticing language, and the DNA Process (Describe, Name, Acknowledge). The following basic human needs of students are addressed with these Schoolwide structures and strategies.

Conscious Discipline identifies all interactions with children, from relationship building to conflict resolution, based on reflective monitoring and feedback. In a Conscious Discipline classroom even children are taught to ask themselves, "How can I help my friends be successful with governing their own behavior?"
The universal social and emotional foundation for all schools and classrooms is the school climate. The evidence-based "School Family" is integral to Conscious Discipline by providing a culturally responsive school climate based on safety, connection and problem-solving.
The School Family is built on routines (school expectations), rituals (school belonging), classroom structures, and seven powers and skills that support self-regulation, social-emotional learning, executive skill function (goal setting and achievement), empathy and problem-solving. The connections created within the School Family fosters motivation and willingness, the two essential ingredients for problem-solving. Teachers and administration learn and utilize the seven basic skills and powers (perceptions) needed for optimal classroom management.

Welcoming and Orienting New Students, Families, and Staff

All families/parents/guardians will be made aware of our school-wide behavior plan during the beginning of the year required Orientation. This information is additionally communicated by teachers, family specialist, and administration to parents via newsletters and School Messenger throughout the year as we reteach the school wide behavior matrix. All information is also available on the College Road Early Childhood Center school website.

Establishing and Working With a Behavior Leadership Team

Behavior Leadership Team Organization Team name: PBIS Sub-committee

Name	Current School Position	Team Role/Responsibility	Who Does the Person Represent?
Michelle Manis	Administrator	member	Admin/front office
Lauren Flanagan	Sped Teacher	Chair	Sped self-contained
Marine Tupper	Sped Teacher Asst	member	Sped self-contained
Glendaliz Morway	Teacher Asst	member	Gen ed staff
Kay Balderson	Teacher	member	Gen ed staff
Monica Duncan	Teacher Asst	member	Gen ed staff

Behavior Leadership Team Guidelines

MTSS/PBIS training	How do team members receive ongoing training in multi-tiered systems of	MTSS trainings for both academic and behavior are provided in PLC meetings,

	support (MTSS) and positive behavioral interventions and supports (PBIS) practices?	after school trainings, and ECE trainings on workdays.
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)?	Committees are reevaluated each school year and staff are provided opportunities to stay or change as needed.
Compensation	Are team members compensated for time spent serving on the team? If so, how?	N/A
Team meeting schedule	How often does the team meet (1x/week, 2x/month, etc.)? What are the dates? How long are the meetings?	Once a month, every 1st Wednesday or additionally as needed
Team meeting place	Where does the team meet? Does this area need to be reserved?	Room 208
Team meeting ground rules	What are the ground rules for team meetings?	Be a STAR
Absences	How do team members who miss meetings catch up? Do all team members have a backup person who can attend meetings for them?	All team members have access to meeting agendas and notes that are placed in the Google Drive. These notes are also shared at the monthly SIT meeting.
Team meeting agenda and minutes	How do we capture our work during our meetings? Do we take minutes?	Meeting agendas are created and shared with notes.
Schoolwide Behavior Plan (SBP)	Who is in charge of archiving all work completed by the team? Where will the SBP binder be kept?	Admin/ PBIS Chair are in charge of keeping the SBP up to date. The SBP will be kept in the SIT drive and on our website..

Improvement Priority Sequence

Our long-term plan for working on common areas, schoolwide policies, discipline policies and procedures, and other behavior- and safety-related improvements will look similar from year to year as our students only remain in our building for 2 years.

We continue to review and modify our proposed sequence each year, depending on how much we accomplish during previous years and current needs based on data indicating a specific area of concern.

Year 1

- PBIS Team will create School Wide Behavior Expectations matrix and present to staff
- PBIS Team will develop a roll out for the teaching, practicing, reinforcement, and reteaching of the school wide behavior expectations
- Weekly School Counselor lessons will introduce the behavior expectations by area
- PBIS Team will review the matrix monthly to modify based on feedback from lesson implementation
- PBIS Team will survey staff about areas of improvement and next year's implementation
- Data will be reviewed as a part of the MTSS CORE Problem Solving and data analysis meeting at the beginning, middle and end of the year

Year 2

- PBIS Team will review the end of the year survey data from staff about areas of improvement and implementation
- PBIS Team will review the Schoolwide Behavior Expectations matrix and present to staff
- PBIS Team will develop visuals for the behavior matrix and lessons
- PBIS Team will develop schoolwide reinforcements such as a schoolwide sticker
- PBIS Team will review the roll out for the teaching, practicing, reinforcement, and reteaching of the school wide behavior expectations
- Weekly lessons will introduce the behavior expectations by area
- PBIS Team will review the matrix monthly to modify based on feedback from lesson implementation
- PBIS Team will survey staff about areas of improvement and next years implementation
- Data will be reviewed as a part of the MTSS CORE Problem Solving and data analysis meeting at the beginning, middle and end of the year

Year 3 and beyond

- PBIS Team will review the end of the year survey data from staff about areas of improvement and implementation
- PBIS Team will review the Schoolwide Behavior Expectations matrix and present to staff
- PBIS Team will review visuals for the behavior matrix and lessons
- PBIS Team will review the use of the schoolwide reinforcements such as a schoolwide sticker
- PBIS Team will review the roll out for the teaching, practicing, reinforcement, and reteaching of the school wide behavior expectations
- Weekly lessons will introduce the behavior expectations by area
- PBIS Team will review the matrix monthly to modify based on feedback from lesson implementation
- PBIS Team will survey staff about areas of improvement and next years implementation
- Data will be reviewed as a part of the MTSS CORE Problem Solving and data analysis meeting at the beginning, middle and end of the year

Quarterly Review Calendar Plan

Data will be reviewing data as part of the MTSS framework for CORE at the beginning, middle, and end of the year using Checkpoints from Teaching Strategies Gold. If needed, PLCs will review specific objectives with preliminary levels more frequently.

Year 1

November

- School based teams analyze Fall Checkpoint data
- Develop CORE plans for 3 year olds and 4 year olds

February

- School based teams analyze Winter Checkpoint data
- Modify CORE plans for 3 year olds and 4 year olds

May

- School based teams analyze Spring Checkpoint data
- Modify CORE plans for 3 year olds and 4 year olds
- Determine needs for beginning of next year

Year 2

November

- School based teams analyze Fall Checkpoint data
- Develop CORE plans for 3 year olds and 4 year olds

February

- School based teams analyze Winter Checkpoint data
- Modify CORE plans for 3 year olds and 4 year olds

May

- School based teams analyze Spring Checkpoint data
- Modify CORE plans for 3 year olds and 4 year olds
- Determine needs for beginning of next year

Safety Policies and Procedures

CRECC staff will follow the building level Emergency Operations Plan and Child Care licensing rules and laws in addition to the NHCS policies.

Common Area Policies and Schoolwide Policies

College Road Early Childhood Center
School-wide Expectations

Expectations	Classroom	Bathrooms	Meal Times
Be Respectful	▪ Use your listening ears ▪ Say "please" & "thank you" ▪ Raise your hand for help ▪ Use quiet talking voice	▪ Wait your turn ▪ Use a quiet voice	▪ Use your listening ears ▪ Say "please" & "thank you" ▪ Raise your hand for help ▪ Use quiet talking voice
Be Responsible	▪ Follow directions ▪ Participate ▪ Stay on task ▪ Try your best ▪ Help clean up	▪ Paper towels in trash can and toilet tissue in the toilet ▪ Paper towels – "1 or 2 is enough for you"	▪ Clean up after yourself ▪ Use your manners ▪ Keep food on tray while eating ▪ Place garbage in trash can gently
Be Safe	▪ Use nice hands and feet ▪ Use walking feet ▪ Ask permission to leave the room ▪ Use classroom materials safely	▪ Wash your hands ▪ Be careful with the water – Keep the floor dry ▪ Keep hands and feet to yourself ▪ Be quick, clean and quiet	▪ Keep hands, feet, and other objects to yourself ▪ Stay seated with your chair and feet on the floor
Be Kind	▪ Use friendly words and actions ▪ Help others ▪ Share ▪ Take turns ▪ Include everyone	▪ Use friendly words and actions	▪ Use friendly words and actions ▪ Greet the cafeteria workers

Expectations	Announcements	Hallway/Sidewalk	Playground
Be Respectful	▪ Stay quiet ▪ Listen to speaker ▪ Respond appropriately (Clap, say pledge)	▪ Be a good listener ▪ Move quietly ▪ Respect personal space	▪ Use your listening ears with friends and teachers ▪ Say "please" & "thank you" ▪ Share with others ▪ Respect personal space
Be Responsible	▪ Participate	▪ Walk ▪ Respect personal space ▪ Go directly to your destination	▪ Take turns ▪ Clean up ▪ Play fairly
Be Safe	▪ Bodies still	▪ Keep hands, feet, and other objects to yourself ▪ Always walk ▪ Face forward	▪ Keep hands, feet, and other objects to yourself ▪ Play carefully ▪ Use equipment properly ▪ Stay within the playground area ▪ Wait for a turn ▪ Be able to see a teacher at all times ▪ Use playground equipment/toys only in designated areas ▪ Swing on your bottom
Be Kind	▪ Clap or cheer for celebrations	▪ Use friendly words and actions ▪ Help others ▪ Hold doors safely ▪ Greet others with a wave	▪ Use friendly words and actions ▪ Help others ▪ Share ▪ Take turns ▪ Include others

Anti Bullying Policy

The New Hanover County Board of Education believes that all employees, students, and families should be free from harassment and bullying as part of a safe, orderly, caring and inviting working and learning environment. School Board Policy 4329/7311 expressly prohibits harassment or bullying of students , employees and their parents/families. Any violation of this policy is considered a serious violation and appropriate action shall be taken. Please report using Ethix360. This can be located at www.nhcs.net toward the bottom of the website.

Attendance Policy

We recognize there will be days your child will miss school.

Unexcused Absences: missing the bus, oversleeping, bad weather, car trouble, vacation, etc.

Excused Absences: illness, religious holiday, death in immediate family, medical appointments, court, etc. These absences will require a note detailing the following:

1. Date of absence
2. Specific reason for absence
3. Parent/guardian signature

When absences occurs, we ask that the parent or guardian/caregiver to:

- Notify the school as soon as possible on the date of the absence or tardy
- New Hanover County Schools policy is for parents to send a note with the reason for the absence/ tardiness when the child returns to school in the blue "Communicator" folder
- Absences because of illness for 3 or more consecutive days may require confirmation from a doctor.

After three (3) consecutive absences, parents will be contacted by the teacher/ instructional assistant, family specialist, and/or school administration.

Termination from the Program

When a family does not abide by the policies of the NHCS Pre-K Program, parents will be called for a family conference to determine appropriate steps to ensure access for their child. If, following the conference, the situation does not improve, your child may be excused from the program.

Personal Electronics Policy

Preschool students do not utilize personal devices at school.

Lesson Plans for Teaching Common Area and Schoolwide Policy Expectations

Classroom teachers document lesson plans for teaching the expectations at the start of the year using the Teaching Strategies Beginning of the Year Study and formally reteach them again in January. Push-in lessons are presented weekly to support school-wide expectations for student behavior in all common areas and with all school-wide policies with all staff reinforcing these behaviors and reteaching as needed.

Job Descriptions for Supervisors

Classroom staff utilize the **Teacher/Teacher Assistant Responsibilities & Duties** document to ensure duties and supervision of all students at all times. Classrooms shall not exceed a maximum staff-to-child ratio of one to nine with a maximum class size of 18 children, with at least one teacher and one teacher assistant per classroom. A classroom of nine children or less shall have at least one teacher. Ratios are lower for special education self contained classrooms.

Discipline Policy and Procedures

Program Discipline and Behavior Management Policy

Praise and positive reinforcement are effective methods of behavior management of children. When children receive positive, non-violent and understanding interactions from adults and others, they develop good self-concepts, problem solving abilities and self-discipline. Based on this belief of how children learn and develop values, all staff members will practice the following discipline and behavior management policy:

We DO:	We DO NOT:
● praise, reward and encourage the children. ● reason with and set limits for the children. ● model appropriate behavior for the children. ● modify the classroom environment to attempt to prevent problems. ● listen to the children. ● provide alternatives for inappropriate behavior to the children. ● provide the children with natural and logical consequences for their behaviors. ● treat the children as people and respect their needs, desires and feelings. ● ignore minor misbehavior. ● explain things to children on their levels. ● stay consistent in our behavior management program. ● use effective guidance and behavior management techniques that focus on a child's development.	● spank, shake, bite, pinch, push, pull, slap or otherwise physically punish the children. ● make fun of, yell at, threaten, make sarcastic remarks about, use profanity, or otherwise verbally abuse the children. ● shame or punish the children when bathroom accidents occur. ● deny food or rest as punishment. ● relate discipline to eating, resting or sleeping. ● leave the children alone, unattended or without supervision. ● place the children in locked rooms, closets or boxes as punishment. ● allow discipline of children by children. ● criticize, make fun of, or otherwise belittle children's parents, families or ethnic groups.

Parents will be contacted regarding any behavioral issues that are of a severe nature. We can work together to address any concerns.

Teaching, practicing, and reteaching appropriate student behavior is a very important component of the Pre-Kindergarten experience. The *Conscious Discipline* tools and strategies used this school year will provide children with practical skills to manage their thoughts, feelings, and actions. Appropriate student behavior is required in order to provide a school climate that is safe for your child and conducive to effective teaching and learning.

Statement of Staff Beliefs

NHCS Early Childhood Program's Beliefs about Children and Learning

We believe that:

- Children need nurturing caregivers in the home and school setting.
- Children learn through active involvement with developmentally appropriate materials and that play is an important tool for learning.
- Children need to be able to identify and communicate their feelings, needs and desires in positive ways in a preschool setting.
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