



# **New Summit Charter Academy School-Wide Behavior Plan**

**“Life is about New Summits!”**

**“The ultimate measure of a man is not where he stands in moments of comfort and convenience, but where he stands at times of challenge and controversy.”  
- Rev. Dr. Martin Luther King Jr.**

**New Summit Charter Academy School-Wide Behavior Plan  
(Updated for the 2019-2020 School Year)**

**House of Colors (6 Yeti Houses)**

The house system is a PBIS system and an idea we have adopted from Ron Clark Academy in Georgia to give students the opportunity to connect with students across classes and grades that they may not normally have a chance to interact with. This helps students gain more friendships and create a family-like culture at our school. It also allows for mentorship and role modeling of older students towards younger students. Starting this year, every student, staff, and administrator at New Summit will be part of a “house” and they will remain in that house forever (i.e. Kindergarteners will be in the same house when they graduate from High School).

**6 Yeti Houses (The names mean “Yeti” in a different language)**

1. **Orange** - Friendship - Migo (Tibet)
2. **Purple** - Compassion - Yowie (Australia)
3. **Green** - Courage - Bun Manchi (Nepal)
4. **Blue** - Creativity - Dzu-teh (Himalayas)
5. **Yellow** - Perseverance - Mirka (Himalayas)
6. **Red** - Leadership - Miche (Tibet)

**In their houses, kids will be rewarded for (this is NOT your classroom management system, but rather a school-wide PBIS system):**

<b>Respect</b>	<b>Achievement</b>	<b>Perseverance</b>
<b>Integrity</b>	<b>Teamwork</b>	<b>Honesty</b>
<b>Resilience</b>	<b>Friendship</b>	

**Houses who have the following will also be eligible for rewards:**

- **Have the best Grades**
- **Have the best attendance**
- **Participate in Spirit Week the Most**
- **Win House Competitions at Assemblies**

## Classroom Rules (Separated into K-3rd and 4-8th):

### Kindergarten through 3rd Grade - "We Will Come to School Ready to Learn"

- 1) **Be In Control Of Your Body** - We will listen to our teacher and follow directions to learn and stay safe. We will raise our hands when we have something to say or to share our ideas. We will walk inside the classroom and in the hallway. Our running feet are for recess and P.E.
- 2) **Follow Quickly and Quietly** - Be prepared for class. Listen to directions and follow them the first time. Do what is expected of you the first time.
- 3) **Kind Mouths and Choices** - I will use a soft voice. We will be nice to our friends and our teachers; No hitting, kicking, mean words, or spitting. We will show respect to everyone.
- 4) **Follow the Social Contract** - Be a person of integrity, strive to keep those around you happy, give my best effort, and make safe choices.
- 5) **Helping Hands and Caring Hearts** - I will use my hands for helping and not hurting. I will be gentle with all classroom materials. I will help others when I can.

### Consequences (Kindergarten through 3rd Grade)

- 1) Warning - Ask the 4 Questions from CKH - What are you doing? What are you supposed to be doing? Are you doing that? What are you going to do to change?
- 2) If behavior occurs again, a behavior reflection sheet will be completed in the classroom. This sheet will not be done at recess. The teacher will find time to step-aside with the student and have a conversation with them regarding the behavior and process the worksheet with the student.
- 3) **If behavior continues the same day, the teacher will fill out a Disciplinary Action Report (DAR) form AND send an email about the behavior to the parents letting them know that they will need to sign the referral form and return it to school the next day.**
- 4) If/When there is further behavior the same day, the student will call home with the teacher and explain their behavior and the DAR to their parents via the phone.
- 5) If/When there is further behavior the same day then there will be an administrative decision and further action will be taken. In-School (Kindergarten-5th) and Out-of School Suspensions (3rd-5th) may be utilized if a student is demonstrating habitual behavior. *In accordance with state laws, Out-Of-School Suspensions will only be used with students younger than 3rd grade in extreme circumstances involving safety and when multiple other avenues have been utilized and deemed unsuccessful in managing the inappropriate behavior.*

## 4th-8th Grade School Rules - "We Will be Role Models and Dedicated Learners"

- 1) **Be a Person of Integrity** - Always, be the best person that you can be and follow your classroom Social Contract.
- 2) **Be Respectful and Responsible** - Show respect for peers, teachers, staff, and yourself. Be responsible for yourself, your choices, and your actions.
- 3) **Be Safe** - Make choices that keep yourself and others safe in and out of class.
- 4) **Show Effort** - Complete all assignments to the best of your ability and stay focused on and dedicated to your learning.
- 5) **Be a Role Model with your Words, Actions, and Choices** - You are a leader in the school and the younger grades are looking up to you. We expect our older students to be role models in all of their decisions.

### Consequences (Grades 4th - 8th)

- 1) Warning - Ask the 4 Questions from CKH - What are you doing? What are you supposed to be doing? Are you doing that? What are you going to do to change?
- 2) If behavior occurs again, a behavior reflection sheet will be completed in the classroom. This sheet and conversation will not be done at recess/break time. The teacher will find time to step-aside with the student and have a conversation with them regarding the behavior and process the worksheet with the student.
- 3) **If behavior continues the same day, the teacher will fill out a Disciplinary Action Report (DAR) form AND send an email about the behavior to the parents letting them know that they will need to sign the referral form and return it to school the next day.**
- 4) If/When there is further behavior the same day, the student will call home with the teacher and explain their behavior and the DAR to their parents via the phone.
- 5) After three DARs in one quarter, the student will serve a detention with Admin after school. This will be a reflective detention and behavior processing will be required with a NSCA Administrator or Leader.
- 6) If/When there is further behavior then there will be an administrative decision and further action will be taken. In-School and Out-of School Suspensions may be utilized if a student is demonstrating habitual behavior.

**\*\* Unless it is extreme, administration will empower teachers to address the behavior through classroom management. Administrators will refrain from being involved in most behavioral situations until a behavior sheet is completed, the teacher has met privately with the student, the teacher has already emailed the parents, and the student has called home in a single school day. \*\***

**It should go without saying that any incident deemed by the administration or per district policy to supersede the school-wide behavior plan will be referred to the administration immediately in order for further decisions to be discussed and made.**

**\*\* It is the current school policy that students will not miss recess to address any behavioral concerns. Behavior needs will be addressed during the school day and the teachers will utilize the Teaching Assistants if they need to have a private conversation with a student. \*\***

#### **Disciplinary Action Report Protocol -**

1. Retain the **YELLOW** copy and put it in John Coppin's (Dean of Students) Mailbox. DO NOT send this one home in case the parents neglect to return it. The **WHITE** one goes home to parents to sign and return. The **PINK** one stays in a file in the teacher's classroom. Keep these for the entire school year as documentation and for MTSS purposes. Shred them at the end of the school year.
2. If the DAR is not in John's mailbox within 48 hours then the incident never happened. Every incident requiring this level of intervention needs to be documented in Infinite Campus. John will record DARs in Infinite Campus. If the **WHITE** one is returned to school with a parent signature, staple that to the **PINK** one in the classroom for documentation purposes.
3. If a student has received more than one DAR from you in a quarter, then it is best practice for you to have a problem-solving conversation IN-PERSON or BY PHONE with the parent(s). Email is not an appropriate way to address ongoing classroom behavior. A child should not receive multiple DARs without his or her parents being contacted by the classroom teacher (possibly multiple times). Please document all of the times that you have contacted parents in the event that this data is needed for MTSS purposes.
4. If a child is repeatedly struggling and receiving DARs, then it is likely that something more significant is occurring. Remember that as the classroom teacher YOU are the primary interventionist; however, you are not alone. Consult with other professionals regarding the child including your colleagues, the Resource Department, and the School Counselor. As always, you should be collecting Data on your students all year and making sure that you have the necessary interventions, data, and tracking to refer to MTSS if and when that becomes necessary.

## **Office Managed vs. Classroom Managed Behavior**

*It is the goal of New Summit Charter Academy to empower and equip their teachers with behavior and classroom management strategies so that incidents that do not require office and/or administrator involvement can and will be handled in the classroom.*

**Incidents that are automatically handled in the office include** Malicious (Frequent or Intense) Physical Contact, Fighting, Assault, Chronic Bullying or Harassment, Sexual Acts, Any Incident Involving a Weapon, and Reckless Endangerment (Conduct that involves a grave risk of death or serious injury).

### **Menu of (some not all) Interventions for Classroom Managed Problem Behavior**

#### **Proactive Strategies:**

- Ensure Basic Needs are Being Met (Maslow Before Bloom)
- Implement Trauma-Informed Practices When Needed
- Build A Safe, Caring Community in the Classroom
- Address Social and Emotional Needs
- Have a Safe, Attuned, and Responsive Relationship with Students
- Differentiate Instruction
- Establish Clear Boundaries and Expectations (Important from DAY 1!)
- Create and Display Rules and Consequences in the Classroom
- Teach and Practice Basic Routines, Procedures, and Expectations
- Use Positive Teacher Language to Set Students up for Success
- SMILE! SMILE! SMILE! Children know if you do not like them and are perceptive regarding adult attitudes towards them. If a child believes that they do not have your positive regard then they are likely to act out.

#### **Reactive Strategies:**

- Use Nonverbal Cues
- Move Closer to the Child (Proximity)
- Use Positive Teacher Language including Redirections
- Use Logical Consequences
- Respond Early to Misbehavior
- Maintain "Clean Slates" For All Students (Check Yourself and Your Attitude)

**If the child continues to struggle, discuss individual arrangements, use problem-solving conferences with students and family, and ask colleagues for help!**



# Playground Equipment Rules



## Yeti Safety, Responsibility, and Respect

- I will remain in sight of playground staff members and follow their directions.
- I will be respectful with my actions and words towards peers and staff members.
- I will be responsible for my body and my actions.
- I will make safe choices.
- I will respect the social contract of my classroom while on the playground.

## Yeti Safety, Responsibility, Respect

- Keep all objects off equipment (balls, hula hoops, jump ropes, etc.)
- Tag only played on the ground, not on equipment.
- Be mindful of others and take turns on equipment.
- Use equipment correctly; no climbing on the outside or top of the structure.
- Play games according to standard rules; no additional rules (i.e., four square)
- Stairs are not part of the recess area; Yetis may sit up to the third stair.
- 3 whistles = line up    1 whistle = STOP and Pay Attention

## Yeti Slides

- Down the slide, feet first, on the backside only.
- Wait until the slide clears before going. One Yeti at a time on the slide.

## Yeti Blacktop

- Punting and drop-kicking balls is not allowed.
- Hula hoops must be used correctly; 1 per person.

## Yeti Swings

- One Yeti per swing and you must be sitting at all times
- Yetis may not push, underdog, or climb swings.
- Yetis may not twist or move side to side on swings.
- No jumping or flipping off swings.
- Yetis must make lines at either side of the swing frame while waiting for your turn.
- Two minutes allowed for each turn on the swing.

## Yeti Tornado Twirl

- Count to 30 and next Yeti may go.
- No more than Two Yetis at a time.

## Yeti Monkey Bars

- Remain under bars at all times. No sitting on or hanging upside down.
- Use hands only to cross.