



Ballard High School: Social Curriculum

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For additional support please visit ballardsocialcurriculum.com

Introduction to Social Curriculum

The initial task of the Social Curriculum Committee was to create a *School-Wide Behavior Management Plan*. After our first meeting, we quickly concluded that we wanted to do more than create a reactive plan for student misbehavior; we wanted to change the climate and attitude of the school. **Our mission is to create a comprehensive plan to improve school climate and provide a detailed, tiered approach to student discipline so that high-quality rigorous instruction can take place.**

Therefore, this Social Curriculum can best be described as a living doctrine. It is a commitment and desire for every teacher, administrator and employee at our school to construct the best environment for students to be successful and to be college and career ready when they graduate.

The purpose of this handbook is to provide all mentioned parties a guide and a vision for improving our school.

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Virtues of Ballard

Emblazoned on our school's crest are three virtues that we strive to uphold:

HONOR

At Ballard, we want to exemplify **honor** in our everyday lives. We believe actions speak louder than words. A person with honor can only distinguish himself through achievements and accomplishments. We will continually work toward bringing honor to ourselves and the community around us.

Working as one, we can overcome any obstacle and achieve any dream. We will respect our community, our family and our friends. Honor is not merely a word, it is an ideal that we value. We believe that excellence is within our grasp.

LOYALTY

Loyalty is important. We will demonstrate this virtue by caring for those around us, and by being role models and leaders within our school and our community. Loyalty is having pride in both oneself and the school. When we demonstrate **loyalty** we are reliable, devoted to a cause and dependable.

Loyalty is the mark of strength. It is when an entire community can count on you and trust that you are living up to your fullest potential. Ballard will accept nothing less than students who are willing to make a positive difference in their own lives and the lives of those around them.

TRUTH

When we embody **truth**, we are establishing a record of unbreakable integrity. Our ideals are cemented in the belief that we will respect one another regardless of the differences we may possess. We are true to ourselves while standing up for those in need.

We will honor those who personify integrity. Truth is important when building a path toward success. We must remain faithful to our beliefs while supporting and standing up for whose power has been squelched.

"This is Who We Are"

Philosophy and Vision

“Nothing stops an organization faster than people who believe that the way you worked yesterday is the best way to work tomorrow.”

— Jon Madonna

Vision Statement

At Ballard High School we have a proud tradition of excellence in academics, athletics, and the arts. We expect students to perform at high levels, and we provide the appropriate supports to meet our standards. Our students are leaders -- in the classroom, on the stage, in the hallways, and on the field. School pride is pervasive in all we do – the “Ballard Way” is a lifestyle, a mindset that guides us toward excellence. While here and after leaving, our students, families, staff, and alumni claim with confidence and honor that they are Ballard Bruins.

Our mission is to maximize every minute with our students to provide them high level, responsive, engaging instruction in a safe, student-centered environment where all are treated with dignity and kindness.

Beliefs about Excellence:

- * We must demand excellence from ourselves before we can demand it of our students.
- * We nurture and develop students to be the best versions of themselves upon leaving Ballard.
- * Through rigorous, differentiated, engaging instructional experiences, our students develop as problem solvers, creators, and leaders.
- * No lesson or class period is expendable.

Beliefs about Equity:

- * For Ballard to be the truly GREAT school we want it to be, we must be a great school for ALL students.
- * Each student requires something different in order to meet the standards and achieve, and an equitable school provides those supports for all students.
- * We build students up through caring, supportive relationships.
- * By providing academic and behavioral supports with a "whatever it takes" attitude, we will give our students what they need to succeed.

Beliefs about Innovation:

- * Innovation is what keeps our practice exciting and inspiring and gets our students ready to meet new challenges that await them.
- * We value innovation and growth -- we are always learning in order to find new, more effective ways to teach, motivate, and challenge our students.
- * We value the learning process as much as the end result, and mistakes are a sign of effort and growth, not failure.

A commitment to EXCELLENCE, EQUITY, and INNOVATION is the Ballard Way!

Instruction in the Classroom

At Ballard, we believe that instruction affects student behavior. The more we can engage students in the classroom, the less likely they are to act out. Using **Kentucky's Framework for Teaching**, it is our responsibility to create lessons that:

- I) Are Equitable**
- II) Are Culturally Competent**
- III) Are Reinforced with High Expectations**
- IV) Are Developmentally Appropriate**
- V) Accommodate for Individual Needs**
- VI) Integrates Technology Effectively**
- VII) Promotes Student Assumption of Responsibility**

When we create lessons that meet these criteria, we are enabling and engaging students in our instruction. We need to make students shareholders for their instruction and provide an equitable culture where we differentiate lessons to meet the needs of each and every child.

At Ballard, we don't want students to "slip through the cracks." We are tasked with creating lessons that both inspire passion and produce life-long learners.

Creating a Positive Learning Environment

For teachers, the best way to avoid student misbehavior is to build positive nurturing relationships with students. Teachers need to be intentional and proactive in their instructional approach. When students are engaged and feel supported, the likelihood of their acting out is drastically reduced. When creating a positive learning environment reference **Kentucky's Framework for Teaching Domain 2: Classroom Environment**. At Ballard, we believe that it's important to be proactive in our approach to discipline so that student misbehavior can be avoided and rigorous instruction will be the norm.

1. Set and Maintain High Expectations (2C- *Managing Classroom Procedures*, 2D- *Managing Student Behavior*)

Setting high expectations in the classroom is the most important thing a teacher can do when creating a positive learning environment. Teachers who are proficient in classroom management continually set high expectations in their classrooms.

2. Plan for Academic Achievement (2B- *Establishing Culture for Learning*, 2E- *Organizing Physical Space*)

Through careful planning and constant use of data, teachers can ensure academic achievement. Teachers need to carefully plan their instruction and assess student progress. If a student is not progressing, the likelihood of that student misbehaving increases.

3. Deliver Engaging Instruction (2B-*Establishing Culture for Learning*)

Engaging instruction minimizes student misbehavior. By creating engaging, student-centered lessons, the student will naturally be more attentive and less likely to act out.

4. Create a Strong Classroom Climate (2A- *Creating an Environment of Respect and Rapport*)

Develop a strong community in your classroom. Allow students to collaborate when creating classroom rules and develop a sense of trust throughout the learning community. Students should not be afraid to take risks when they enter your door.

5. Build Character and Trust (2C- *Managing Classroom Procedures*, 2D- *Managing Student Behavior*)

As educators, we should give as much time to teaching character as we do content. It is our job to not only help students gain a strong academic foundation but also help instill a strong moral foundation.

6. Develop Positive Relationships with Students (2A- Creating an Environment of Respect and Rapport)

Students need to realize the adults in the building are looking out for students’ best interests. Teachers should seek relationships with all of their students, even the intensive ones. By building positive relationships, teachers and students can collaborate with one another and become partners in the learning community.

Effective Praise

Part of Positive Behavior and Supports (PBIS) is offering students a positive reinforcement for their behavior. The idea is not to simply reward students into compliance, but to promote motivation for desired behaviors. Effective praise is designed to target the desired behavior and reinforce it positively. We want to try to get to a ratio of 3:1 effective praise (positive reinforcement) to negative reinforcement. The following examples are from Jere Brophy’s “Teacher Praise: A Functional Analysis.”

Effective Praise	Ineffective Praise
Is delivered contingently	Is delivered randomly and unsystematically
Specifies the particulars of the accomplishment	Is restricted to global positive reactions
Shows spontaneity, variety, and other signs of credibility, suggest clear attention to the student’s accomplishment	Shows bland uniformity that suggests a conditioned response made with minimal attention
Rewards attainment of specified performance criteria	Rewards mere participation without consideration of performance or outcomes
Provides information to students about the competence of the value of their accomplishment	Provides no information at all or gives students information about their status
Orients students toward better appreciation of their own task-related behavior and thinking about problem-solving.	Orients students towards comparing themselves to others and thinking about competing.
Fosters intrinsic motivation	Fosters extrinsic motivation
Uses students own prior accomplishment as the context for describing present accomplishments.	Uses the accomplishments of peers as the context for describing the present accomplishments.

Maintain a 3:1 ratio of positive to negative interactions.

Responding to Behavior

At Ballard, we are committed to creating the best learning environment for our students. No matter how proactive we are in our approach, at some point we will have to respond to student misbehavior. Our goal is to choose the best possible intervention for correcting this misbehavior while never humiliating a student or seeking revenge. Our philosophy is centered on restorative discipline practices that are geared toward correcting the student misbehavior. At Ballard, we want to be positive role models, demonstrating to the students that we practice what we believe.

Dealing with student behavior is an important part of our job.

Teachers should put effort into teaching good behavior. This needs to be explicit. Teachers should teach expectations just like they would teach their other content. Teachers should set high expectations in their classrooms and model what good behavior looks like.

A long-term behavioral change is not a quick fix.

Often with intensive students, many adults will get frustrated with students' lack of progress. We must remember that a long-term behavioral change takes time. It requires reinforcement from all adults in the building. When dealing with an intensive child, make goals that are obtainable for his/her, and help that student in his/her journey.

Rules must make sense.

In order for students to follow rules, they must first understand them. When creating a class set of norms and expectations, allow for student collaboration. By allowing students to help create the rules, they are more likely to 'buy-in' to the rules since they had a hand in creating them in their language.

Teaching responsibility is more important than teaching obedience.

It is more important for adults to teach responsibility than obedience. Teaching obedience will offer diminishing results, while teaching responsibility is a lifelong tool. Good discipline must not interfere with student motivation. Any discipline technique is self-defeating if it reduces motivation to learn.

All students will be treated equally and fairly.

All students must be treated with equal respect and dignity, even intensive ones. Teachers need to give respect to all students even if the student does not reciprocate that respect.

Teachers will be a model of what they expect in the classroom.

Adults are constantly watched. Therefore adults need to model what they expect in the classroom. If teachers expect something of the student, then it is only fair if that same expectation applies to the leader of the learning environment.

We will stop ineffective behavioral interventions.

Using data, the faculty must be deliberate with their interventions, aiming to minimize downtime and increase student performance. If the data suggest that the student is regressing, then additional interventions need to take place. At Ballard, we will never give up on our students and will continue to look for ways to best help a child in need.

Punishment is not always an appropriate response to student misbehavior.

Responsibility-based discipline does not seek revenge. Rather than take a student's misbehavior personally, the teacher must stay objective and seek an appropriate response to minimize downtime and help get the child back on track. Teachers must use their best judgment and try to use restitution whenever possible.

The Student Response Team (SRT) should be used as an intervention.

The school-based SRT will consist of a committee of school staff to promote positive school culture. The SRT will be a school-based resource to help improve student behaviors, as well as their readiness to learn. The SRT should be used on a limited basis. Overuse will minimize the teacher's authority in the classroom.

Don't be afraid to ask for help and support.

We can't do this alone. There will be instances when we will not know what interventions are best for a particular situation. When this happens, we need to work collaboratively and keep an open mind. Seek out a colleague, visit socialcurriculum.com or find a member of the Social Curriculum Team. We are all on the same team, and we all can help each other.

Hierarchy of Responses for Student Misbehavior

(From least to most intensive)

Verbal praise/positive approach

Preferential seating

Proximity control

Eye contact

Modeling

Nonverbal praise

Cues and Prompts

Humor

Ignoring specific behaviors

Self-monitoring

Talking to the student using "I-messages"

Nonverbal signals as reminders

Private verbal reminders

Direct reminders/warnings

Redirection

Conference with student

Phone/school conference with parents/guardians

Time-out in the classroom

Loss of classroom privileges

Behavior Contact

Daily Report card

Point/Token system

Time-out in another location

After school detention

Counselor Involvement

Principal Involvement Disciplinary

Supervision and Additional Responsibilities

Our job is not isolated. We believe that we are a single community that has responsibilities that extend far beyond our classroom walls. As a community, we understand the important role that we play in maintaining a positive school culture. Some of these responsibilities include:

Being Active During Transitions

In order to help with student transitions, we must be visible and active in the hallway. All staff are responsible for helping with transitions and insuring that all students make it to class in a safe and timely manner. When all staff are active and visible, it will help minimize tardiness and allow for support staff to deal with other discipline issues.

Redirecting Student Misbehavior

Dealing with student behavior is an important part of our job. The only way we can be successful is when all adults understand the universal expectations and then hold all students to them. We must consistently enforce expectations and provide students with a clear and unified message.

Being Accountable to One Another

With all the additional responsibilities we have as educators we need to ensure that we are accountable to one another. This includes being on time and prepared for all our supervision duties. We need to model the behavior that we expect with our students and ensure that we are holding each other to the highest standard.

Working Collaboratively

Since we are accountable to each other, we must always remain positive and collegial. We will not always agree, but we will work together and remain professional. Being negative and condescending will not fix any problem. It will only negatively impact school culture. Even with our differences, we must remain a unified school working toward a common goal.

Procedures and Supports

“Intelligence plus character-that is the goal of true education.”
—Martin Luther King Jr.

Student Response Team (SRT) Overview

The purpose of the Student Response Team (SRT) is to help remove barriers to student learning. We want to make the most of every instructional minute! Some students we teach will be struggling with emotional, academic, and social issues that make it difficult for them to focus and succeed in class. The SRT is in place to provide support to both teachers and students when Tier 1 interventions prove ineffective. For Tier 1 interventions please visit www.ballardsocialcurriculum.com

Goals of SRT:

- Increase instructional time for all students, including students with behavioral issues;
- Decrease detentions and suspensions;
- Teach students replacement behaviors so that they know how to respond to frustration or conflict at school;
- Create a culture of achievement and high expectations for students and staff.

SRT calls are not the first line of response for usual classroom behaviors. Classroom management and student discipline are part of our daily teaching responsibilities. Additionally parents are important partners in modifying student misbehavior. Teachers should communicate with parents in order to facilitate this collaboration. Refer to ballardsocialcurriculum.com for additional support for Tier 1 misbehaviors.

SRT Protocol:

- The teacher calls * to request the Student Response Team.
- The teacher tells Mrs. Cherry the student's name and a brief summary of the problem.
- Available SRT responder(s) enter the classroom.
- The responder(s) move directly to the student and implement redirection/de-escalation measures. If there is more than one responder, one may walk around the room to keep other students on task.
- The teacher continues to teach.
- The responder(s) will ask permission of the teacher if they want to do something in order to maintain the authority of the teacher.
- The responder(s) makes every effort to have the student remain in the classroom.
- The student is removed to the Positive Action Center (PAC) if deemed a danger or if the responder(s) cannot reduce the interruption to learning.

Teacher Responsibilities during SRT call:

- Give Mrs. Cherry (*) the name and misbehavior (unless there is a fight or serious situation—just tell her CODE 3)
- Teacher continues teaching.
- Teacher remains positive and does not discuss the student with SRT unless asked privately (in order to prevent further disruption and to deny the attention the student is likely seeking).
- Teacher refrains from violating confidentiality (e.g. “He didn’t take his medication today”).
- Teacher may choose to conference with the student in the hallway while the responder(s) stay with the rest of the class.
- Teacher may be responsible for compiling data on the effectiveness of their SRT call.

Examples of Appropriate/ Not Appropriate SRT Calls

When <u>NOT</u> to Call	When to Call
-A student is disrespectful in the classroom and it can be resolved using Tier 1 strategies and classroom management.	-When various Tier 1 strategies are not successful and the student is disrupting the learning environment.
-Student uses profanity.	-Student harasses and threatens a teacher.
-Student is sleeping.	-Student is unresponsive after multiple attempts to engage him/her.
-Student is tardy to class.	-Student walks out of class.
-Student has a minor misbehavior.	-Student has repeated misbehavior after several classroom interventions.

What happens if I call SRT and they don’t come?

1. Be patient. SRT might be taking care of another issue. If the student is not disruptive do not engage them.
2. Redial SRT if the situation is escalating and SRT has not come.
3. Call nearest administrator if no one comes and the situation requires immediate intervention.

Positive Action Center (PAC)

The Positive Action Center (PAC) is a space where students go after they have disrupted the classroom. The PAC room is designed to use de-escalation and restitution so students can learn replacement behaviors, and correct issues before returning to class. The Ballard PAC is located in the Student Services Center.

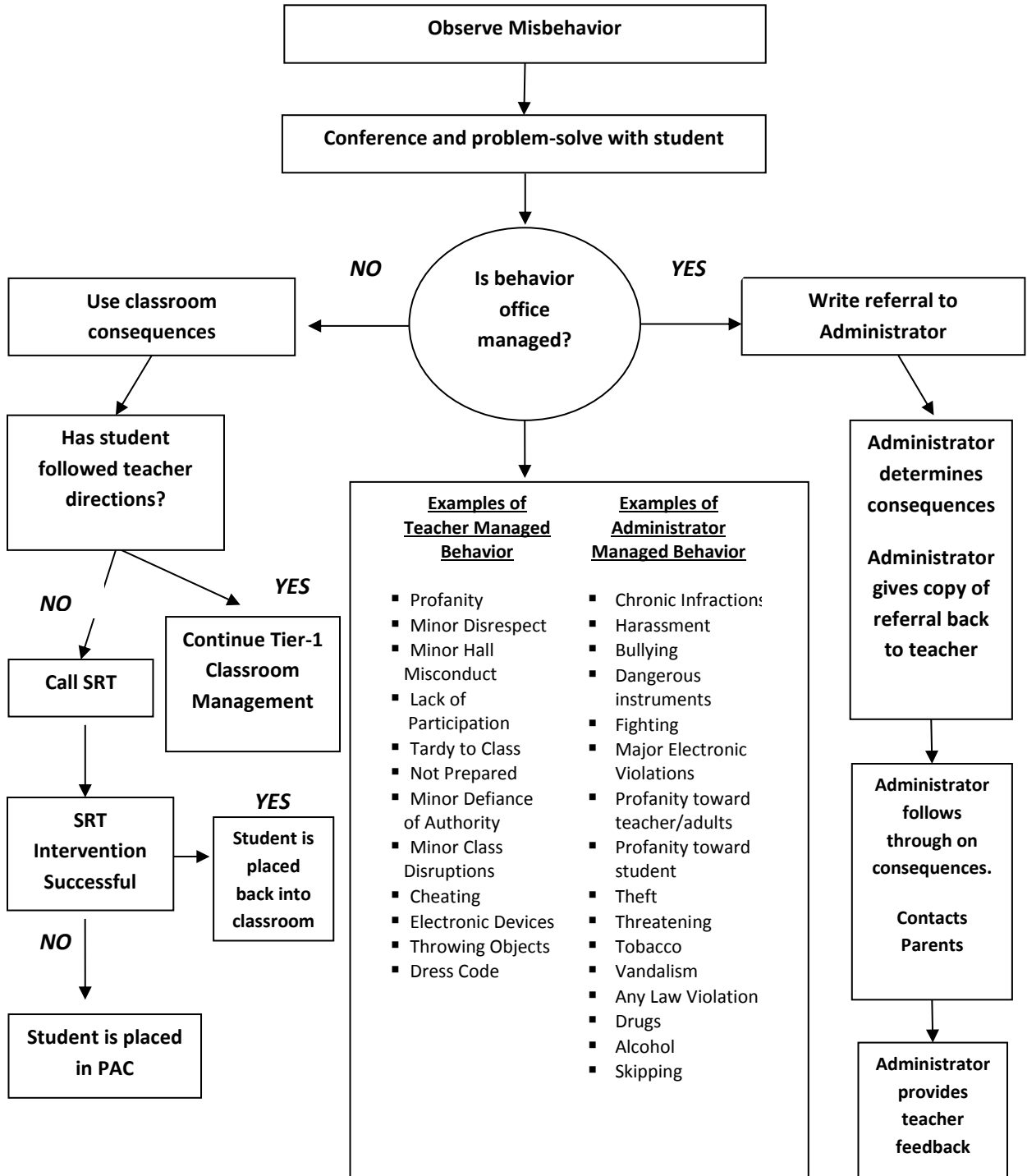
Students are escorted to PAC by a member of the SRT or an administrator. While there, students will:

- Reflect with an adult on the incident;
- Develop a plan for future behaviors;
- Learn/practice replacement behaviors;
- Discuss restitution options.

Adults stationed at PAC and SRT will determine when/if the student can successfully return to class. Our goal is to get students back into the classroom as soon as possible without causing further disruption to the learning environment.

Teachers should not send students directly to PAC. If a student is disruptive please call * and ask for a member of SRT.

When to Write a Referral



<u>Examples of Teacher Managed Behavior</u>	<u>Examples of Administrator Managed Behavior</u>
<ul style="list-style-type: none"> ▪ Profanity ▪ Minor Disrespect ▪ Minor Hall Misconduct ▪ Lack of Participation ▪ Tardy to Class ▪ Not Prepared ▪ Minor Defiance of Authority ▪ Minor Class Disruptions ▪ Cheating ▪ Electronic Devices ▪ Throwing Objects ▪ Dress Code 	<ul style="list-style-type: none"> ▪ Chronic Infraction: ▪ Harassment ▪ Bullying ▪ Dangerous instruments ▪ Fighting ▪ Major Electronic Violations ▪ Profanity toward teacher/adults ▪ Profanity toward student ▪ Theft ▪ Threatening ▪ Tobacco ▪ Vandalism ▪ Any Law Violation ▪ Drugs ▪ Alcohol ▪ Skipping

Procedures When Writing a Referral

Before Writing a Referral

- 1.) The teacher should use his/her best judgment to see if an appropriate restorative discipline intervention can take place.

Examples of restorative discipline interventions: Conference with student, use restitution to correct misbehavior, proximity, social contract, fix-it plan, visual/ authority cue, corrective language, and allowing 'cool down time.'

- 2.) If an appropriate intervention cannot be immediately identified, the teacher should review the **Student Code of Conduct** and **Social Curriculum Handbook**. The teacher should also go online and use PBISworld.org or JCPS website to see if an appropriate intervention reveals itself.
- 3.) Collaborate with professional learning community (PLC) and discuss possible interventions. Meet with appropriate administrator to discuss student misbehavior and possible future interventions.
- 4.) Attempt to contact parent **BEFORE** turning in referral.

When Writing a Referral

- 5.) Use professional statements and facts. A referral is an official document not a means to vent frustration or give opinions.
- 6.) Please speak to the administrator to provide them any additional information you want them to know.
- 7.) If a student's punishment will cause a loss of instructional time (example: suspension) have work ready for the student.

After Writing a Referral

- 8.) Implement interventions that were discussed with PLC and administrator.
- 9.) Meet with administrator at a later time to evaluate effectiveness of implemented interventions.

Parts of a Referral

The most important component of the referral is the **narrative**. The narrative is the part of the document which the teacher (or adult) write about the alleged event. The reason the **narrative** is so important is that in the case of legal action, the narrative will be the focal point of the inquiry, not the codes. When writing the narrative of a discipline referral use the following acronym F.A.C.T.S.

F.A.C.T.S. (Factual - Actual - Concise - Timely - Sensible)

Facts: Write about the facts, do not mention opinions.

Good: Tommy threw scissors across the room.

Bad: Once again Tommy disrupted my class. He continues to be a nuisance and is not welcomed back until he acts right.

Actual: Write about an event that is actually witnessed.

Good: Jake had a lighter out and was attempting to burn a piece of paper.

Bad: Jake was sitting in the back of the class, one of his classmates alleged that he had a lighter out and was trying to burn down the school.

Concise: Be brief, only state the facts.

Good: Tammy threw paper at a student for the fourth day in a row.

Bad: Once again Tammy threw a piece of paper at a student. This is not the first time this has happened, and Tammy continues to disrupt class.

Timely: Submit the referral as close to the incident as you can. Waiting too long in submitting a referral makes gaining support from parents difficult, and it also creates a difficult situation when trying to correct a student's behavior.

Good: On November 6th Derek was late to class for the 5th time. (Turned in after school on November 6th)

Bad: Derek was late to class both November 6th and December 17th (Submitted December 24th)

Sensible: Use discipline referrals as a LAST resort. Overuse of referrals decreases the effectiveness of the referral. Other interventions should be utilized first.

Other Important Information When Writing a Referral

- 1.) Do **NOT** mention another student in a referral.
- 2.) In the narrative, discuss previous interventions that were used.
- 3.) When quoting a student (profanity, threatening, etc.) use the student's **exact words** in quotation marks.
- 4.) Be sure to contact parent about the infraction

School-Wide Expectations and Responsibilities

“The price of greatness is responsibility.”

– Winston S. Churchill

School-Wide Responsibilities

<u>Classroom Matrix</u>			
	Student	Teacher	Support Staff/ Administration
Honor	<ul style="list-style-type: none"> -Best effort -Always be focused - Complete your own work 	<ul style="list-style-type: none"> - Speak appropriately and respectfully to all students -Use non-emotional responses when correcting student misbehavior -Use proactive classroom management 	<ul style="list-style-type: none"> - Speak appropriately and respectfully to all students -Use de-escalation strategies -Monitor learning environment using <i>Framework for Teaching</i>
Truth	<ul style="list-style-type: none"> -Treat everyone with kindness and respect -Speak up when you don't understand. -Use technology appropriately 	<ul style="list-style-type: none"> - Greet students at the door -Be visible -Provide reinforcement for desired behavior -Move actively around classroom 	<ul style="list-style-type: none"> -Be visible -Evaluate and provide constructive feedback in a timely manner -Support teacher's authority in the classroom
Loyalty	<ul style="list-style-type: none"> -Come prepared and ready and work -Use time wisely -Participate during class 	<ul style="list-style-type: none"> - Develop positive classroom climate -Model desired expectations -Maximize tier 1 interventions prior to calling SRT -Be vigilant when assigning hall passes 	<ul style="list-style-type: none"> -Ensure student safety -Assist teachers with behavioral issues in the classroom -Provide transparency about decisions to staff whenever appropriate

Hallway/ Transitions Matrix

	Student	Teacher	Support Staff/ Administration
Honor	<ul style="list-style-type: none"> -Take responsibility for your actions -Stay in designated area -Respect other people's property and privacy 	<ul style="list-style-type: none"> - Speak appropriately and respectfully to all students -Use non-emotional responses when correcting student misbehavior -Acknowledge and redirect student misbehavior 	<ul style="list-style-type: none"> - Speak appropriately and respectfully to all students -Use non-emotional responses when correcting student misbehavior -Acknowledge and redirect all student misbehavior
Truth	<ul style="list-style-type: none"> -Treat others with kindness and respect -Get to class on time -Use a hall pass when leaving during class time 	<ul style="list-style-type: none"> - Stand and greet students at the door -Actively monitor hallway -Provide reinforcement for desired behavior 	<ul style="list-style-type: none"> -Be visible -Evaluate and provide constructive feedback in a timely manner -Support transitions -Ensure staff accountability
Loyalty	<ul style="list-style-type: none"> -Keep school community clean and safe -Demonstrate Bruin pride and passion 	<ul style="list-style-type: none"> -Be at assigned area on time -Ensure student safety -Use de-escalation strategies 	<ul style="list-style-type: none"> -Be at assigned area on time -Ensure student safety -Use de-escalation strategies -Monitor and correct dress-code violations

<u>Cafeteria Matrix</u>			
	Student	Teacher	Support Staff/ Administration
Honor	<ul style="list-style-type: none"> -Come into classroom cafeteria safely and orderly -Be prepared and don't cut in line -Stay in designated area and don't leave before the bell -Respect other people's property and privacy 	<ul style="list-style-type: none"> - Speak appropriately and respectfully to all students -Use non-emotional responses when correcting student misbehavior -Acknowledge and redirect student misbehavior 	<ul style="list-style-type: none"> - Speak appropriately and respectfully to all students -Use non-emotional responses when correcting student misbehavior -Acknowledge and redirect all student misbehavior
Truth	<ul style="list-style-type: none"> Use appropriate voice level and language -Treat all students and adults with kindness and respect -Dispose of your trash in a trash can 	<ul style="list-style-type: none"> -Provide reinforcement for desired behavior -Help keep students in designated areas 	<ul style="list-style-type: none"> -Be visible -Evaluate and provide constructive feedback in a timely manner -Remind students to throw away trash -Ensure staff accountability
Loyalty	<ul style="list-style-type: none"> -Report directly to cafeteria during scheduled lunch period -Keep school community clean and safe -Demonstrate Bruin pride and passion 	<ul style="list-style-type: none"> -Ensure student safety -Use de-escalation strategies 	<ul style="list-style-type: none"> -Be at assigned area on time -Ensure student safety -Use de-escalation strategies

Arrival/ Dismissal Matrix

	Student	Teacher	Support Staff/ Administration
Honor	<ul style="list-style-type: none"> -Enter and exit the building safely and orderly -Don't leave before the bell -Don't hang out without adult supervision before or after school -Respect other people's property and privacy 	<ul style="list-style-type: none"> - Speak appropriately and respectfully to all students -Use non-emotional responses when correcting student misbehavior -Acknowledge and redirect student misbehavior 	<ul style="list-style-type: none"> - Speak appropriately and respectfully to all students -Use non-emotional responses when correcting student misbehavior -Acknowledge and redirect all student misbehavior
Truth	<ul style="list-style-type: none"> -Use appropriate voice level and language 	<ul style="list-style-type: none"> -Greet all students when students arrive -Actively monitor hallway -Provide reinforcement for desired behavior 	<ul style="list-style-type: none"> -Be visible -Evaluate and provide constructive feedback in a timely manner -Support transitions -Ensure staff accountability
Loyalty	<ul style="list-style-type: none"> - Get to class on time -Get to your bus or ride promptly 	<ul style="list-style-type: none"> -Arrive to school on time -Be at assigned area on time -Ensure student safety -Use de-escalation strategies 	<ul style="list-style-type: none"> -Be at assigned area on time -Ensure student safety -Use de-escalation strategies -Monitor and correct dress-code violations

School-Wide Expectations

Tardy to Class

If a student is tardy, the teacher should admit the student to class. The teacher should take attendance using Infinite Campus. **The teacher needs to mark all students tardy as “late” in Infinite Campus (except 1st period).** Should a student come into class late, it is the teacher’s responsibility to use Infinite Campus to document the tardy.

Tardies are defined as being less than 5 minutes late to class.

The following consequence protocol will be adopted:

1st offense: Phone call home/ parent contact (teacher)

2nd offense: Phone call home/ parent contact (teacher)

3rd offense: Lunch detention (assistant principal)

6th offense: After school detention (assistant principal)

9th offense: Saturday School (assistant principal)

10th offense: Second Saturday School and parking pass pulled/2 Saturday Schools and 4 detentions if no parking pass has been issued (assistant principal)

12th offense: Suspension (assistant principal)

Admit tardy students! In order to maximize instructional time keep the student in class and do not engage them for their misbehavior. At the teachers discretion they should conference with the student at an appropriate time. Do NOT send the tardy student back into the hall or to the office.

If you know a student is at school and is missing for longer than 5 minutes please contact SRT. They will investigate the whereabouts of the student. If the student returns, admit them to class and complete an office referral. This is considered cutting class and requires a written referral.

Cutting Class

If a student is late more than 5 minutes write a referral to the student’s grade level administrator. You can verify if a student cut class by checking the end of day attendance report.

Fighting

Call SRT (*). Send to administrator for appropriate consequence.

Bullying/Cyber-bullying

Call counselor for immediate intervention.

Dress Code

A dress code violation is an instance when a student arrives to class out of the school adopted dress code.

****Dress Code will be addressed first period by all teachers, support staff and administrators. Teachers, if a student is out of dress code admit them to class. Place the DRESS CODE VIOLATION doorknob hanger on outside of the classroom door (in the hall).** This hanger will allow support staff and administrators to know that there is a problem that needs to be addressed. **

Support Staff or Administration will take the student from the classroom to correct the dress code violation. Should a student not be able to correct the violation they will be given a note to show ALL of their teachers. This allows all teachers and staff to know that this student has been corrected.

Teachers, if support staff does not come 30 minutes after putting the DRESS CODE VIOLATION hanger on the door please call Mrs. Cherry (*) for SRT.

If a student comes to class out of dress code *after* 1st period, please ask the student to correct the issue upon entering the classroom. If they do not correct the problem please admit them and call SRT.

1st Offense: Correction and warning

2nd Offense: Correction and detention

3rd Offense+: Correction and administrative intervention

Failure to attend detention

Ballard Support Staff will let students know if they have a detention. Students are able to reschedule a detention once per semester. Should a student skip or miss a detention they will receive:

1. 1st incident: *A second detention*
2. 2nd incident+: *Saturday School or administrative intervention*

Cell Phone or other non-authorized device

We want to promote acceptable use of technology in the classroom. Should a student violate this please ask the student to correct the behavior and put the cell phone away, if the issue continues please call SRT (*).

Acceptable Usage

1. Once the bell rings to begin class, students must look to see what *LEVEL* their classroom currently is on. If a classroom is marked RED please turn off cell phones and stow them properly in a book bag or pocket. Cell phones are to remain off the entire class unless teacher permission is given otherwise.
2. If a classroom is marked GREEN then students may use cell phones during class for any teacher-approved activities. Cell phones may be used to complete assignments, conduct research or participate in any other instructional based activities.
3. Students will place phones in book bags during all assessments. Cell phones must remain there until ALL assessments have been collected.
- 4. Students will not record still or moving images or voices of students or the teacher without permission.**
- 5. Students will not post recordings of still or moving images or voice recordings of students or the teacher to online websites, social media or any other applications.**
6. Students are only permitted to use cell phones in the cafeteria.
7. Between classes students are not permitted to use ear buds or cell phones, external speakers or any other electronic devices.
8. Students will adhere to the JCPS acceptable use agreement and practice internet safety with online resources.

Violations

If the student violates the above acceptable usage, the following consequences will apply:

- 1st offense: Parent contact
 - 2nd offense: Parent contact and detention
 - 3rd offense: Parent contact and Saturday School
 - 4th offense: Parent contact and second Saturday School
 - 5th offense: Suspension
- *If necessary call security or grade level administrator

Notes and Responsibilities

- **Teachers** will review the cell phone policy violation with their students throughout the year
- **Teachers** will contact parents and guardians for any cell phone violations
- **All staff** and **students** must be consistent with implementation of this policy and the procedures
- **These rules may be applied for all electronic devices (e.g. iPads, gaming systems)**
- **If a student violates acceptable usage please call SRT (*) or send an email to Ms. Cherry.**

Support and Troubleshooting

“If you really want to do something you will find a way. If you don’t you will find an excuse.”

— Jim Rohn

Trouble Shooting Issues

Despite our best efforts there will be issues we encounter. Frustrations will build and students will push whatever boundaries we create for them. While trouble in sometimes unavoidable, we are all on the same team and we must support one another. Our system is designed for support, communication and transparency. Our work is ongoing and will continually need to be adjusted to best meet the needs of our students. Below are answers to questions that are frequently asked, and solutions to issues that you may encounter. To find the contact list (and roles) for support staff please see page 36. Please use the appropriate channels that are there for your support

What happens if a student is continually late to my class?

Tardies are a nuisance for teachers and staff. When a student is repeatedly late please contact Raymond Yaksic (7594). He will investigate to see what behavioral interventions have been given. In addition, call the parent and guardian any time a student is developing issues, including excessive tardiness.

I turned in a referral and haven't heard anything from the grade level administrator.

When turning in a referral, the administrator is ultimately responsible for the outcomes he or she decides. Due to unforeseen circumstances, you might not hear back from the administrator each time a referral is turned in. If you have a question about a situation, go and speak to the administrator you turned the referral in to. They will be happy to update you and keep you informed about the situation.

A student I don't know was disrespectful and rude to me.

If a student is rude and disrespectful to you please call SRT (*) or find the nearest administrator or security staff. Ask your surrounding neighbors if they know the student's name and if they don't please provide a visual description of the student. Administrators and SRT will support all teachers to the best of our ability.

Transitions in our hallway are becoming increasingly problematic and disruptive.

If hallways are becoming a problem please go and talk to an administrator. If you are unable to leave your post, please call SRT (*) when you go back into the classroom. Support staff are placed throughout the school and if a problem arises then we will be intentional about placing more support in the troubled area. Do not take photos of the student and not send out descriptions of students to the whole staff.

I'm upset about _____.

Throughout the year it is likely that you are upset about a particular situation. Rather than cultivate and harbor animosity, please seek out a member of Social Curriculum or administration to let them know about what is bothering you. We need to better communicate with one another and not speak so negatively about our colleagues.

STUDENT SUPPORT CONTACTS

2016-2017

Name	Responsibilities	Location	Email
Vicky Gapen	<ul style="list-style-type: none"> • Input and Create Detention Slips for Tardies • Oversee daily PAC operations • Support juniors and seniors (college readiness) • When necessary, sit in classroom with students for SRT call (Code 2) • Coordinate college visits • Exercise restorative practices for students brought to PAC • Answer SRT calls (when available) • Email teachers about PAC interventions (when appropriate) 	Student Services Room (East Building)	Vicky.gapen@jefferson.kyschools.us
Calvin Kirby	<ul style="list-style-type: none"> • Assist with daily PAC operations • Support Freshman • When necessary, sit in classroom with students for SRT call (Code 2) • Ensure all students sign into PAC • Exercise restorative practices for students brought to PAC • Answer SRT calls (when available) • Check-In/ Check-Out: "Top 12 referrals" • Inform teachers about PAC interventions (when appropriate) 	Student Services Room (East Building)	Calvin.kirby@jefferson.kyschools.us
Raymond Yaksic	<ul style="list-style-type: none"> • Coordinate SRT/PAC implementation • Provides classroom coaching • Oversees support staff meetings and accountability systems • Coach and support teachers with classroom management and instruction • Progress monitor SRT and implementation data • Assist with Tier 2 and 3 interventions 	2 nd Floor South	Raymond.yaksic@jefferson.kyschools.us

	<ul style="list-style-type: none"> • Chair the Social Curriculum Committee • Provide support and coaching for teachers/students • Help monitor tardies and interventions • Check-In/ Check-Out: "Top tardies" • Create professional development for staff and students • Answer SRT calls 		
Yvonne Riggs	<ul style="list-style-type: none"> • Support students with attendance issues • Collaborate with district personnel • Assist with coordinate college visits • Check In with Top Attendance Issues • Create interventions to help facilitate attendance 	In-between Student Services and Counseling Suite (East Building)	yvonne.riggs@jefferson.kyschools.us
Lisa Dunbar	<ul style="list-style-type: none"> • Meet district requirements for Home School Coordinator • Assist with daily PAC operations • Meet with students the district provides (collaborate with other Support Staff members when students overlap) • Exercise restorative practices for students brought to PAC 	Student Services Room (East Building)	Lisa.dunbar@jefferson.kyschools.us
Eileen Foote	<ul style="list-style-type: none"> • Assist with ECE accommodations • Collaborate with Social Curriculum Committee • Attend all PBIS district trainings • Coordinate support for ECE children and Social Curriculum 	See Amy Meeron for location	Eileen.foote@jefferson.kyschools.us
Administrators	<ul style="list-style-type: none"> • Enforce the Jefferson County Code of Student Conduct. • Assist with development, observation, and evaluation of school-center personnel and support services. 	12 th and 11 th Grade South 1 st Floor	12 th Grade john.bunting@jefferson.kyschools.us

Administrators	<ul style="list-style-type: none"> • Assist with development of school's non-computerized (by hand) Master Schedule and schedule changes in cooperation with other school-center administrative staff. • Assist in continuous program planning through budgeting, needs assessment and staffing. • Acquires, distributes, inventories, and disposes of textbooks and assists in the maintenance of property control records as assigned by the Principal. • Assist in guidance, counseling, orientation, and activity programs as well as the registration. • Maintain property control records. • Perform general administrative and supervisory duties in total operation of school and assumes responsibilities for general administration of the school in the absence of the Principal. 	10 th and 9 th Grade South 1 st Floor	<p>11th Grade kerri.dixon@jefferson.kyschools.us</p> <p>10th Grade Tonkeyta.rodgers@jefferson.kyschools.us</p> <p>9th Grade boyd.gudgel@jefferson.kyschools.us</p>
Counselors	<ul style="list-style-type: none"> • Plans, implements, and evaluates a developmental, preventative guidance program which enhances the school consolidated plan. • Provides individual, small group and classroom guidance and counseling for students, parents, and staff to promote student success in academics, career, and personal/social development. • Collaborates with staff on the master schedule and placing students in the most appropriate instructional program and classroom setting. • Develops and implements orientation programs for the transition of students from one level/program to another, i.e., elementary to middle and middle to secondary school. • Directs the maintenance of the school permanent record system and assists parents, students, and teachers in interpreting record data. • Works to improve student attendance by counseling students, contacting parents and making referrals to in-district and outside resources. • Collaborates with staff to assist the district's compliance with federal, state and local mandates at the school level. • Consults with and provides inservice for parents and teachers regarding student progress, special needs and abilities, and preventive approaches to discipline. • Assists with the referral of students to the district's optional, alternative programs and community agencies 	Counseling Suite (east building)	<p>terri.sgro@jefferson.kyschools.us</p> <p>philip.johnston@jefferson.kyschools.us</p> <p>alissa.hebermehl@jefferson.kyschools.us</p> <p>amy.meeron@jefferson.kyschools.us</p>

