



THE SCHOOL FOR

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CREATIVE &  
PERFORMING ARTS

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AT THE ERICH KUNZEL CENTER  
FOR ARTS AND EDUCATION

**POSITIVE SCHOOL  
CULTURE PLAN  
2019-2020**

## **PHILOSOPHY**

Primary emphasis is placed on the ability of students to exercise self-discipline resulting in acceptable school behavior. At SCPA we encourage students to exhibit **proper behavior** which leads to an atmosphere and an attitude conducive to the maximum educational growth of all students.

All SCPA students are required to participate in Student Orientation. During the orientation, expectations regarding behavior are discussed with students and parents. In addition, class meetings will be held to go over expectations. Class meetings will be led by administrators at the beginning of the year and at the beginning of the second semester. Students and parents are responsible for understanding and adhering to these expectations and returning the signature page in the student handbook.

### **The Leader in Me**

SCPA is now a Leader in Me school K-6. This is a school transformation model and process—developed in partnership with educators—that empower students with the leadership and life skills they need to thrive in the 21st century. It is based on secular principles and practices of personal, interpersonal, and organizational effectiveness. Distinct in several ways, *The Leader in Me* starts from a powerful premise—every child possesses unique strengths and has the ability to be a leader—which shapes the views of staff to value and develop the whole child. The process integrates leadership development into existing programs, curriculum and traditions and serves as a foundational operating system for the school, improving relationships, transforming culture, and highly motivating staff and students. Look for more information about The Leader In Me on the SCPA website.

Helping students grow and develop as leaders is an integral part of the mission and culture at SCPA. Throughout the year, students learn about the 7 Habits and have opportunities to demonstrate their leadership skills and the expected behavior.

## **STATEMENT OF BOARD POLICY**

The philosophy and implementation of the PSC Plan at SCPA are in direct agreement with the section related to student discipline contained in the Cincinnati Public Schools Code of Conduct K-12.

## **PSC COMMITTEE**

The SCPA PSC committee is comprised of representation from administrators, teachers, para-professionals and parents. The committee is responsible for facilitating the safety and positive school climate. The committee assists in the development and ongoing review of the Discipline and Incentive Plans. The team meets at least monthly to review local policies, monitor disciplinary and positive referrals, address concerns of teachers and parents, recommend new procedures, and ensure compliance with district policies. The committee will work with the PTSO and the Finance Committee for funding and to set a budget. Recommendations for this plan will be taken directly from input gathered from the ILT, LSDMC, the entire professional staff, and the student body.

## **DISCIPLINE**

School discipline is simply a matter of courtesy, manners and attitude on the part of students. Students are expected to comply with a reasonable request from an adult while under the jurisdiction of any staff member or volunteer. The Cincinnati Board of Education is committed to providing a quality education for students in an environment that is conducive to learning and protects the health and safety of the school community. SCPA is committed to creating and maintaining a safe and orderly educational arts community that keeps students in school and engaged in learning.

### **Positive Consequences**

Each Classroom Teacher and Instructor Assistant will develop his/her own reward system and reward students intermittently.

Food and candy are permitted when given by staff as incentives.

## **PREVENTION STRATEGIES**

While our expectation for good, self-disciplined behavior is high at SCPA, we do believe that positive reinforcement is a best practice. In addition to the individual teacher's use of positive reinforcement strategies within their classrooms, we provide a variety of school-wide practices to help our students be successful in acquiring acceptable behavior.

### **Classroom Incentives**

#### **PSC Friday Incentives K-3**

Every two weeks, Administration and the Primary Teams will reward students who have exhibited good behavior. The event is up to one hour long every other Friday. The teachers are responsible for monitoring this incentive. Examples include: extra recess, movie or game day.

### **Special Contests (Community Service)**

Students who participate in special contests such as tsunami relief or canned goods drive receive written notification on the web site, newsletters and other privileges.

### **Quarterly Incentives**

#### **PSC Sponsored Incentives K-12**

Every quarter we will reward students who have exhibited good behavior with an incentive. The PSC committee, administration and /teachers are responsible for this incentive. Examples include: food rewards, skating trip or field trip to a developmentally appropriate attraction. *(Students may be charged a small fee to help with costs.)*

Criteria for PSC incentives will be determined by grade level teams: K-3, 4-6, 7-8, 9-12. Teams may choose to maintain the same criteria throughout the school year or they may choose to focus on a specific area each quarter.

### **Awards**

#### **Night of Excellence (1st-12th)**

Night of Excellence celebrates the academic achievement of students in grades 1-12 who have achieved an "A" average or "A" honors for the first semester.

#### **Kindergarten End of the Year Ceremony**

Kindergarten students will participate in an end of the year ceremony on stage that includes a juice and cookie reception with students and families.

The following awards are given at the end of the school year at Class Day and on Awards Day.

#### **Find Your Voice Awards (4-12)**

Students who have developed self-efficacy and use their individual talents and gifts to positively contribute to the SCPA community to enhance our school culture will receive this award.

#### **A-Average and A-Honors (4-12)**

Students with a 3.5-3.99 grade point average or better are considered to be on the 'A' Honor Roll. They will receive a certificate and an invitation to dinner with a parent or guardian.

There will also be Primary Spirit Days which MAY include:

<b>Pajama Day</b>	<b>100<sup>th</sup> Day</b>
<b>Red Ribbon Day</b>	<b>Hawaiian Shirt Day</b>
<b>Hat-o-ween Day</b>	<b>Free Store Canned Food Drive</b>
<b>Reds Day</b>	<b>Beach Day</b>
<b>Crazy Sock Day</b>	<b>Sunglasses Day</b>
<b>Twin Day</b>	<b>Jersey Day</b>
<b>Famous Musician or Dancer</b>	
<b>Famous Artist or Piece of Artwork</b>	
<b>Famous Actor or Character</b>	
<b>Dr. Seuss Day</b>	

### **Student Council**

Students will have the opportunity to participate in student council at grades 4-12. An advisor will lead each grade level or grade band in electing officers, planning activities and fundraising. Student council members will meet with administration and the PSC committee to provide input for planning PSC incentives.

### **Staff Incentives**

In order to promote the desired school culture among staff members, the PSC will plan and implement activities throughout the year to acknowledge and reward staff members for their hard work and dedication.

## **CLASSROOM EXPECTATIONS**

<b>Show Respect</b>	<b>Contribute Positively</b>	<b>Perform Honorably</b>	<b>Act Safely and Responsibly</b>
☆ Follow directions as they are given.	☆ Think before you speak, act, and react.	☆ Do your own work.	☆ Be in your seat on time. ☆ Be prepared for class and ready to learn. ☆ Be responsible for your own choices and actions.

## **OFFICE EXPECTATIONS**

<b>Show Respect</b>	<b>Contribute Positively</b>	<b>Perform Honorably</b>	<b>Act Safely and Responsibly</b>
☆ Wait your turn. ☆ Use your inside voice.	☆ Be polite.	☆ Be truthful and willing to help.	☆ Have a pass. ☆ Return directly to class.

## PERFORMANCE SPACE AND GALLERY EXPECTATIONS

Show Respect	Contribute Positively	Perform Honorably	Act Safely and Responsibly
<ul style="list-style-type: none"> <li>☆ Applaud appropriately.</li> <li>☆ Be silent during performances.</li> </ul>	<ul style="list-style-type: none"> <li>☆ Turn electric devices off.</li> </ul>	<ul style="list-style-type: none"> <li>☆ Arrive early.</li> </ul>	<ul style="list-style-type: none"> <li>☆ Remain seated with feet on the floor.</li> <li>☆ All food and drink, including candy and gum, is to be consumed outside the theatre/gallery.</li> </ul>

## HALLWAY EXPECTATIONS

Show Respect	Contribute Positively	Perform Honorably	Act Safely and Responsibly
<ul style="list-style-type: none"> <li>☆ Use your inside voice.</li> </ul>	<ul style="list-style-type: none"> <li>☆ Use socially appropriate language.</li> </ul>	<ul style="list-style-type: none"> <li>☆ Be a positive role model.</li> </ul>	<ul style="list-style-type: none"> <li>☆ Walk on right.</li> <li>☆ Have a pass during class time.</li> </ul>

## CAFETERIA EXPECTATIONS

Show Respect	Contribute Positively	Perform Honorably	Act Safely and Responsibly
<ul style="list-style-type: none"> <li>☆ Use your inside voice.</li> <li>☆ Follow directions as they given.</li> </ul>	<ul style="list-style-type: none"> <li>☆ Keep it clean.</li> <li>☆ Food and drink stays in the cafeteria.</li> </ul>	<ul style="list-style-type: none"> <li>☆ Share the space.</li> <li>☆ Be a positive role model.</li> <li>☆ Do not get out of your seat.</li> </ul>	<ul style="list-style-type: none"> <li>☆ Before you share consider allergies and germs.</li> </ul>

### RESTROOM EXPECTATIONS

<b>S</b> how Respect	<b>C</b> ontribute Positively	<b>P</b> erform Honorably	<b>A</b> ct Safely and Responsibly
☆ Respect privacy of others.	☆ Report problems.	☆ Use time wisely. ☆ Return to class promptly.	☆ Keep it clean. ✓ Flush ✓ Wash ✓ Throw it away

### OUTSIDE THE BUILDING EXPECTATIONS

<b>S</b> how Respect	<b>C</b> ontribute Positively	<b>P</b> erform Honorably	<b>A</b> ct Safely and Responsibly
☆ Follow the instructions given by the supervisor(s).	☆ Comply with all laws and ordinances.	☆ Conform to all usual and customary standards of good citizenship, good decorum, and common courtesy.	☆ Stay in designated area.

### PLAYGROUND EXPECTATIONS

<b>S</b> how Respect	<b>C</b> ontribute Positively	<b>P</b> erform Honorably	<b>A</b> ct Safely and Responsibly
☆ Respect rights of others.	☆ Keep it clean. ☆ Resolve disagreements peacefully.	☆ Be a positive role model.	☆ Stay in designated area.

### LOBBY EXPECTATIONS

<b>S</b> how Respect	<b>C</b> ontribute Positively	<b>P</b> erform Honorably	<b>A</b> ct Safely and Responsibly
<ul style="list-style-type: none"> <li>☆ Respect exhibits.</li> <li>☆ Use your inside voice.</li> </ul>	<ul style="list-style-type: none"> <li>☆ Use socially appropriate language.</li> </ul>	<ul style="list-style-type: none"> <li>☆ Be a positive role model.</li> </ul>	<ul style="list-style-type: none"> <li>☆ Keep walkways and stairways clear.</li> </ul>

### MEDIA CENTER EXPECTATIONS

<b>S</b> how Respect	<b>C</b> ontribute Positively	<b>P</b> erform Honorably	<b>A</b> ct Safely and Responsibly
<ul style="list-style-type: none"> <li>☆ Use your inside voice.</li> <li>☆ Be respectful of equipment and materials.</li> </ul>	<ul style="list-style-type: none"> <li>☆ Use socially appropriate language.</li> </ul>	<ul style="list-style-type: none"> <li>☆ Be a positive role model.</li> <li>☆ Use time productively.</li> </ul>	<ul style="list-style-type: none"> <li>☆ Follow Internet Access Policy.</li> </ul>

### BUS EXPECTATIONS

<b>S</b> how Respect	<b>C</b> ontribute Positively	<b>P</b> erform Honorably	<b>A</b> ct Safely and Responsibly
<ul style="list-style-type: none"> <li>☆ Use your inside voice.</li> <li>☆ Follow directions as they are given.</li> </ul>	<ul style="list-style-type: none"> <li>☆ Help someone who may need assistance.</li> </ul>	<ul style="list-style-type: none"> <li>☆ Be a positive role model.</li> </ul>	<ul style="list-style-type: none"> <li>☆ Stay in designated seat.</li> <li>☆ Keep aisle clear.</li> </ul>

Note: Students are considered to be at SCPA from the time they step on the bus in the morning until they step off the bus in the afternoon.

Car riders are considered to be at SCPA from the time they step onto school property until they are picked up at the end of the day.



### ARRIVAL EXPECTATIONS

<b>S</b> how Respect	<b>C</b> ontribute Positively	<b>P</b> erform Honorably	<b>A</b> ct Safely and Responsibly
☆ Follow directions of all adults as they are given.	☆ Help someone who may need assistance.	☆ Be on time. ☆ Go directly to designated area.	☆ Make smart and safe choices. ☆ Enter building immediately.

### DISMISSAL EXPECTATIONS

<b>S</b> how Respect	<b>C</b> ontribute Positively	<b>P</b> erform Honorably	<b>A</b> ct Safely and Responsibly
☆ Follow directions of adults as they are given.	☆ Help someone who may need assistance.	☆ Go directly to designated area.	☆ Arrange for pick-up. ☆ Leave promptly. ☆ Make safe and smart choices.

### TRANSPORTATION EXPECTATIONS

<b>S</b> how Respect	<b>C</b> ontribute Positively	<b>P</b> erform Honorably	<b>A</b> ct Safely and Responsibly
☆ Use your inside voice. ☆ Follow directions as they are given.	☆ Help someone who may need assistance.	☆ Be a positive role model.	☆ Stay in designated seat. ☆ Keep aisle clear.

## **CODE OF CONDUCT**

Students will receive consequences and corrective instruction when they commit p.15, attempt to commit, aid or abet the commission of, conspire to commit, or participate in any manner, even though unaccomplished, any of the offenses designated in this section, or if they participate in any manner (even if not completed) in the commission of any of the offenses.

In most instances, Category I infractions will be corrected by the teacher or supervising adult in the setting where the misbehavior occurs. If a pattern of these offenses persists, consultation to set up a corrective plan may be necessary, and students may be referred to an administrator. When there is a high incident of-Category I offenses that occur in a specific setting, administrators will provide, or arrange for, consultation and support to teachers, students or parents/caregivers to assist with creating positive behavior in that setting.

### **Category I Offenses – Definition of Terms**

#### **Disobedience**

Students are expected to do what school adults tell them to do. School adults include administrators, teachers, Instructional Assistants (IAs), secretaries, security personnel, custodians, bus drivers, lunchroom workers, and school volunteers, etc. Students must not argue with adults. If students do not obey the instructions and/or directions a school adult gives them, the behavior will be considered disobedient.

#### **Disruptive Behavior**

Students are expected to follow school-wide behavioral expectations and abide by classroom rules, routines and procedures. Students must not interrupt the learning of others or behave in a manner that causes disruption to the school environment. If a teacher or other school adult is prevented from starting an activity or lesson, or has to stop what he or she is doing to try to stop the student's behavior, the behavior is considered disruptive. For example, if a student causes a disruption in the classroom by talking, making noises, throwing objects, play fighting, horseplay, or otherwise distracting one or more classmates, the student is engaging in disruptive behavior.

#### **Inappropriate Communication**

Students are expected to speak respectfully to others. Examples of inappropriate communication include put-downs, or making fun of or negatively talking about a person or their family.

#### **Tobacco / Smoking**

Students are expected to protect their own health and safety, and the health and safety of others. Students must not possess, smoke or use any kind of tobacco products, electronic cigarette (e-cigarette), vaporizer or associated paraphernalia.

#### **Fraud / False Identification**

Students are expected to be honest. Students must not trick, or cause someone to be tricked, by not telling the truth. Students must not sign or give a name other than their own.

**Trespassing**

Students must stay in designated areas of the school to which they have been assigned. Students must have permission from a building administrator, or be escorted by a parent/caregiver or emergency contact person, to enter a building other than their own. Students must not return to any school while assigned to the Alternative programs, or under expulsion or removal, except with permission from a building administrator and under escort by a parent/caregiver or emergency contact person. During alternative placement, students may not go to any school, or school activity, other than to the school to which they are assigned, except with specific permission and supervision as described in this paragraph.

**Gambling**

Students must not play games of cards, chance or dice for money or other items, except if such games are played at a school-sponsored activity for educational purposes.

**Electronic Communication Devices**

(A school's Positive School Culture Committee may choose to develop a more specific plan related to electronic devices.) Electronic communication devices must be turned off during school hours. Electronic devices may be brought to school only in accordance with the school's policy. (See page 17.)

**Cheating**

Students are expected to do their own work. Students must not use, submit or attempt to obtain data or answers dishonestly, by deceit or by means other than those authorized by the teacher. Examples of acts of cheating/plagiarism include any appropriation, literary theft, falsification, counterfeiting, piracy, fraud or unsupervised possession of any federal-, state- or district-mandated tests. Plagiarism includes, but is not limited to, copying word for word from references such as books, magazines, research materials or the Internet. This includes any violation of the CPS Student Testing Code of Conduct, which may result in disciplinary action and an invalidation of test scores.

*\*A Category I Offense could be upgraded to a Category II or Category III Offense, depending on the circumstances*

**Category II Offenses – Definition of Terms**

Students who commit, attempt to commit, aid or abet the commission of, conspire to commit, or participate in any manner, even though unaccomplished, in the commission of any of the offenses designated in this section will be required to participate in activities designed to prevent repetition of the offenses. Teachers or supervising adults may choose corrective strategies for Category II infractions including, but not limited to, referral to school administrators. Students may be recommended for alternative program placement for chronic and/or aggravated offenses of Category II behaviors. The time while a student is in an alternative program will be used to plan the corrective instruction and supports necessary to change the pattern of behavior.

**Fighting**

Conflicts must be resolved peacefully. Students must not physically fight with another person. Fighting is defined as hitting, pushing, shoving, tripping and other physical acts. Self-defense will be considered in the investigation.

### **Profanity or Obscenity**

Students are expected to use appropriate language. Students must not verbally, electronically or by written words, photographs or drawings direct profanity to anyone in the school environment. Students must not insult anyone by obscene gestures.

### **Stealing or Possession of Stolen Property**

Students must use only their own belongings unless explicit permission from the owner is given to borrow an item. Students must not take anything that does not belong to them. Students must not have anything that they know, or have reason to know, has been stolen.

### **Gang Activity**

Students should associate with peers and adults who engage in safe, respectful and responsible behavior. Students must not participate in gang activity. Gangs are defined as groups of two or more students and/or adults who organize for the purpose of engaging in activities that threaten the safety of the general public, compromise the general community order, and/or interfere with the school district's educational mission.

Gang activities include:

- A. Wearing or displaying any clothing, jewelry, colors or insignia that intentionally identifies the student as a member of a gang or otherwise symbolizes support of a gang.
- B. Using any word, phrase, written symbol or gesture that intentionally identifies a student as a member of a gang or otherwise symbolizes support of a gang. A student may not display gang affiliation on his or her school notebooks, textbooks, or personal items.
- C. Engaging in activity or discussion promoting gangs by two or more persons.
- D. Recruiting students for gangs or anti-social behavior.

### **Violently Disorderly Conduct**

Students must solve problems peacefully. Violence and threats of violence disrupt the learning process. Students must not use violence, or threats of violence, force or bodily harm, against staff, students or property.

### **Damaging / Destruction of Property**

Students must be respectful and take care of school property. Students must not damage, break or destroy school property or anything that belongs to someone else. Examples of this behavior include writing in school textbooks or library books, ruining bulletin boards, damaging desks or computer equipment, intentionally clogging the plumbing system, breaking light bulbs or fixtures, or spray-painting surfaces.

### **Fireworks**

Students must obey the law regarding fireworks. Students must not bring to school or possess, handle, transmit, conceal or use any fireworks (poppers, firecrackers, rockets, sparklers, smoke bombs or other types) while at school.

### **Sexual Misconduct**

Students must respect themselves and the privacy of others. Students must not act or behave in an unacceptable way by touching or making reference to, verbally or in writing, their private body parts or those of another person. Included in sexual misconduct are actions involving touching of a sexual nature, with or without consent of the other party.

### **Harassment/Intimidation/Bullying**

All communication in the school is to be conducted with respect. Students must not use words (written, verbal, electronic), gestures, photographic images, drawings or any form of communication to intimidate, harass, bully or threaten harm to another person based on race, gender, religious beliefs, nationality, disability or sexual orientation. Appropriate discussions of these issues, in the classroom or other school settings, are encouraged.

Harassment, intimidation, bullying or sexting means any repeated written, verbal, graphic or physical act that a student or group of students exhibit toward another particular student or students, including within a dating relationship, or toward school personnel and the behavior both:

- A. Causes mental or physical harm to the other student/school personnel including placing an individual in reasonable fear of physical harm and/or damaging of personal property, and
- B. Is sufficiently severe, persistent or pervasive that it creates and intimidating, threatening or abusive educational environment for the other student/school personnel.

*CPS' Board policy No. 5517.01, Bullying And Other Forms Of Aggressive Behavior, can be viewed at: <https://go.boarddocs.com/oh/cps/Board.nsf/Public?open&id=policies>*

### **Depictions of Prohibited Conduct**

Students must not make, reproduce or distribute videos, images, sound recordings or other mediums that show behavior prohibited by the Code of Conduct on school property or at school events. Depictions of such conduct on social networking sites such as Facebook, MySpace, YouTube or any other similar Web sites are prohibited. Any representations of prohibited behavior must be immediately turned over to the principal or the principal's designee. Reproduction and distribution of these items will result in disciplinary action.

### **Counterfeit Currency**

Students may use only real United States currency (money). Students cannot use school property or equipment to create, or attempt to create, counterfeit currency. Students must not knowingly possess counterfeit currency.

*\*A Category II Offense could be upgraded to a Category III Offense, depending on the circumstances.*

### **Category III Offenses – Definition of Terms**

A limited number of offenses constitute the basis for referral of a student to the Alternative to Expulsion (A2E) program. The principal, finding a student has committed, attempted to commit, aided or abetted the commission of, conspired to commit, or participated in any manner even if not completed in the commission of any of the following offenses will submit a recommendation to the Superintendent that the student be referred to the Alternative to Expulsion program. **The principal will immediately notify CPS' Security when a criminal offense in this category is committed.**

### **Alcohol and Drugs**

Students must not bring alcohol or illegal drugs to school or school activities. Students must not use, be under the influence of, or buy or sell alcohol or illegal drugs. This section also applies to

any substance made to look like, or represented to be, illegal drugs or alcohol and any related paraphernalia. Students are permitted to bring prescribed or over-the-counter medication to school only with permission from parents and with the authorization and supervision of their doctor and school administrator or administrator's designee. Prescribed or over-the-counter medication is for the student's use only. A student must not sell or give prescribed or over-the-counter medication to anyone at school. In grades 9-12, with parent's and administrator's permission, a student may keep over-the-counter medication in a secure location and access that medication, if needed, through an administrator's designee.

### **Physical Assault**

Students must get help when needed to solve problems nonviolently. Students must not physically attack another person. Unprovoked hitting, kicking, shoving or otherwise causing physical pain or harm to another outside the context of a mutual conflict is considered physical assault.

Before a student who commits an assault on a staff member can return to school, there must be a conference that includes the student, the parent, the staff member, and administrator, and a school counselor to create a Safety Plan that the student is expected to follow.

### **Serious Bodily Injury**

Students must not contribute to or cause bodily injury to themselves or others that involves substantial risk of death; extreme physical pain; protracted and obvious disfigurement; or protracted loss or impairment of the function of a bodily member, organ or bodily capability.

### **Dangerous Weapons**

Students must keep dangerous objects out of school. Students must not possess, handle, transmit or use as a dangerous weapon an instrument capable of harming another person. Dangerous weapons include but are not limited to:

- A. Knives – Students must not possess, handle, transmit, conceal or use knives. Students violating the prohibition against knives may be assigned to an Alternative to Expulsion program for up to one year. A student may be expelled for up to one calendar year. NOTE: State law give the Superintendent the option to expel a student for up to on calendar year for bringing a knife onto school property, into a school vehicle, or to a school-sponsored event.
- B. Defensive Weapons – Students must not possess the chemical Mace, pepper gas or like substances, or stun guns/tasers.
- C. Other Items – Students must not possess items such as razors, box cutters, hammers, baseball bats, chains, tattoo paraphernalia, bullets or any other items that can be considered a weapon or can be used as a weapon. School supplies (i.e., compass, scissors, pens, etc.) must not be used as a weapon.

### **Firearms**

Students must not possess, handle or transmit, conceal or use a firearm. Students violating the firearms prohibition must be expelled in accordance with State and Federal law (e.g., educated in a placement other than the school of attendance) for one calendar year. Firearms are any weapon (including starter guns) that will, or are designed to or may readily be converted to, expel a projectile by explosion (gunpowder) including the frame or receiver of any weapon and any firearm mufflers or silencers or any destructive devices (as defined in 18 USCA Section 921), which include any explosives, incendiary or poisonous gas bombs, grenades, rockets having

a propellant charge of more than four ounces, missiles having an explosive or incendiary charge of more than four ounces, missiles having an explosive or incendiary charge of more than one quarter ounce, mines or devices similar to any of the devices described above.

NOTE: Federal law requires the Superintendent to expel a student for one calendar year if the student brings a gun onto school property, into a school vehicle, or to a school- sponsored event.

### **Firearm Look-Alikes**

Students must not possess, transmit or conceal any item that resembles a firearm. Firearm look-alikes can propel an object or substance with force by spring load or air pressure (i.e., toy guns, cap guns, BB guns, pellet guns).

### **False Fire Alarms or Bomb Reports/Tampering with Fire Alarm System**

Students must obey laws regarding fire safety. Students must not set off a fire alarm at any time unless there is an emergency. Destroying or damaging a fire alarm is prohibited. Students must not make bomb threats, either written or verbal, against any school building. Tampering with the fire alarm means setting off the squeal alarm or the actual alarm when there is not an emergency.

### **Sexual Assault**

Students must protect the safety, and respect the rights, of others. Students must not sexually attack nor sexually abuse another person.

### **Sexting**

Students are prohibited from engaging in sexting, which means sending sexually explicit images through electronic media, such as text messaging.

### **Robbery**

Students must not take another person's property. Students must not take or attempt to take from another person any property by force or threat of force.

### **Extortion**

Students must accept "no" for an answer when making a request of another person. Extortion means getting money or a promise by using threat or force. Students must not make a person do anything he or she does not want to do by using threat or force.

### **Starting a Fire**

Students must protect the safety of themselves and others. Students must not start, or help to start, a fire that may harm any person or property. Students must not create, set off, attempt to set off, or possess any type of explosive device.

### **Breaking and Entering**

Students must stay out of locked or private areas. Students must not force their way into places or onto property where they do not belong. Examples Administrators have the right to conduct random and unannounced searches of lockers, desks, etc., which are the property of CPS. Students failing to cooperate with the search may be subject to disciplinary actions.

### **Student Internet Use**

Acceptable Use of Computers and Internet Safety

Cincinnati Public Schools provides students with access to its school computer system, computer networks and the Internet for educational purposes only. All students annually must sign the

Acceptable Use Policy (AUP) form and, if applicable, a Mobile Device Agreement (MDA); signatures will be obtained digitally at school.

Students are required to be familiar with basic Internet etiquette and the safety rules detailed in the Acceptable Use Policy and Mobile Device Agreement. Parents are asked to read the forms that are available on the CPS website so they are familiar with CPS policies on student computer use.

### **Truancy- CPS Policy**

Absences from school have lasting impacts on a student's success — in the classroom and in life.

Cincinnati Public School is required by state law to count student absences based on the number of hours a student misses school — not the number of days a student is absent. Students who are consistently late to school or who leave school early may also be counted as excessively absent.

Parents or guardians of students who are excessively absent will receive a warning notice letter. If absenteeism continues, a school administrator will contact the student's parent or guardian to create an attendance plan, which will outline expectations to improve the student's attendance and provide information about resources available to assist families in getting students to school on time.

As a last resort, if a student's attendance does not improve, Cincinnati Public Schools is required to refer them to the Hamilton County Juvenile Court for truancy proceedings.

If a student is found to be skipping a class, the teacher will contact the parent and issue an after school detention.

### **Tardy to Class**

Students who are tardy to class will be marked tardy unexcused to that class unless they present a legitimate note to the classroom teacher. Teachers will determine appropriate consequences for students who are repeatedly tardy to class.

### **Tardy to School Consequences**

Beginning with the 3rd unexcused tardy to school, students will be assigned detention. Please see below for the consequences (type of detention, length of detention, etc.). Students will be given a fresh start at the beginning of each quarter.

#### **Consequences**

3rd Tardy- Lunch Detention (Parent is contacted.)

4th Tardy- After School Detention for 45 minutes

5th Tardy- After School Detention for 45 minutes

6th Tardy- Extended Detention for 90 minutes

7th Tardy- Referral to School Social Worker



## **Dress Code**

Students are expected to dress appropriately at all times. Any clothing/makeup (including footwear, accessories, etc.) that is distracting, offensive, unsafe, or could be considered distracting, offensive, or unsafe is prohibited. Examples of such prohibited items follows:

- Clothing that leaves the back, belly, breasts, behind and/or undergarments completely or partially exposed.
- Clothing that is transparent or too thin to provide appropriate coverage.
- Clothing worn in a way that leaves undergarments visible at any time (sitting, standing, reaching, etc.).
- Clothing that depicts, promotes, advertises, or glorifies alcohol, tobacco, drugs, or their use.
- Clothing that is gang related or could be perceived as such.
- Clothing with diagrams, pictures, words, etc. that are vulgar, derogatory, or sexually suggestive.
- Clothing with any type (words, pictures, etc.) of message that may be seen as offensive to members of a certain group (such as a race, gender, religion, creed, or sexual orientation).
- Clothing worn on the head while in the building (including do-rags, hats, bonnets, and bandanas, but with obvious exceptions for religious or medical reasons).
- Chains and other accessories that could be used or considered as a weapon.
- Clothing that prevents a student from walking, or sitting properly.
- Coats, hats, jackets, blankets, sleepwear and other outerwear. These items should be left in lockers. They are not to be brought to class unless there is an unusual circumstance for which the teacher has given permission to do so.

Individual departments may have additional dress requirements either for reasons of safety and/or professional attire. Students who do not dress appropriately may be asked to change clothes, wear additional clothing, or otherwise make their dress appropriate for school before returning to class. Additional disciplinary action may take place at the discretion of administration depending on the severity of the infraction, the number of occurrences, and the level of the student's compliance when corrected. Infractions should be communicated to administration. The student must be sent to the office immediately.

## **Electronic Devices**

Cell phones and other communication devices must be turned OFF and out of sight from the time students enter the building until the end of the school day. Unless the students are given specific direction from a teacher to use devices during class for academic/informational purposes related to the teacher's lesson, all cell phones should be off. Cell phones are not permitted during a student's attendance of or participation in any school function. Please note that "off" and "silent" are not the same. Cell phones are only permitted to be used at lunch time. They are never to be used in the hallways, stairwells, or restrooms. Students who need to communicate with home during the school day should get permission from a teacher to use the classroom phone or ask the teacher to sign a pass to the office to make a call.

## **Confiscation of Cell Phone**

Any phone that is seen, heard, or known to be turned on during the school day is subject to confiscation. Students must turn over phones when asked. Students whose phones have been confiscated may pick them up from the main office at the end of the school day. The incident should be logged in PowerSchool. If there is a second occurrence, a parent will be required to come to retrieve the phone. A third offense will result in a more severe administrative consequence.

Music players, gaming devices, and other non-communicative electronic devices are allowed to be used in the lunchroom and recreational spaces when students are there during their lunch break, and in the lobby once the school day has concluded. Because these items present a safety hazard when students can't hear directions or don't look where they are going, they are not to be used in transit from one location to another. Any electronic device (including earbuds/headphones in with no music playing) used or seen in other areas of the school is subject to confiscation until the end of the school day. Repeated offenses may merit further consequences.

Non-communicative electronic devices may be used in certain classrooms where the teacher has granted specific permission for their use. The teacher may grant or deny permission for their classroom in general or for specific time periods. In no case does the permission extend beyond that classroom into the hallway or to other rooms. Students who chose to use electronics in those rooms are responsible for removing them from sight before entering hallways. The school is not responsible for the loss or theft of cell phone.

### **PSC PLAN PROCEDURES**

Proper school behavior is mandatory at SCPA. All staff members are responsible for identifying and addressing student misbehavior at school as it occurs. When behavior of a student is identified as being less than satisfactory or not acceptable, the following occurs:

- A. Address behavior with student.
- B. Remove student from situation if needed (time-out / buddy teacher).
- C. If Category II or III Offense, turn in a referral to office.
- D. Notify the parent as soon as possible.

Teachers should handle Category I offenses at the teacher or team level using the strategies listed in the CPS PSC Code of Conduct under "Behavior Expectations Corrective Strategies for Category I." Chronic Category I issues can merit stronger consequences including a referral. Log entries in PowerSchool should be made to document chronic behavior problems.

Every teacher should have a buddy teacher who can help with disruptive students who need to be out of the class for behavior. If the student's behavior is dangerous to him/herself and others you should call for security for assistance.

Parents should be contacted whenever any discipline action is taking regarding their child. Make sure you have attempted to contact the parent before completing a referral regarding the incident.

To help deter negative behavior in K-12, SCPA adopted the following behavior plan that should be used when dealing with chronic Category I behavior. Consequences will be given with consideration to the age of the student. A log entry should be made to provide documentation. Please refer to the example below:

#### **Consequences:**

- ❖ Step 1 – Lunch Detention or appropriate alternative.
- ❖ Step 2 – After School Detention- Tues.- Thurs. - 45 mins
- ❖ Step 3 – Extended Detention- Wed. only – 75 mins
- ❖ Step 4 – 1 day of In School Suspension

- ❖ Step 5 – 1 Day removal- A parent conference must be held before the student can return. Parent conference must occur before Step 6 can be issued.
- ❖ Step 6 – Recommended to A2S Center

Note: Teachers must notify parent(s) regarding an assigned detention (i.e. phone conversation). When contacting the parent, make them aware that if the student does not serve the assigned DT, the student will receive a 1 day removal.

### **Teacher Tracking System**

- Each consequence has to be documented in PowerSchool “Log Entries”. “Current parent or guardian phone number” Log entry should include only factual information: step/ date/ category 1 labeled infraction-with specific details/ contact with parent/ date for consequence to be served and teacher name.
- Parent contact has to be made by teacher with each step given and the consequence.
- Make sure to mention the “step” the student is on and the “next” consequence to come with the parent.
- Print a screenshot after each entry for your records.
- Steps 1-4- Fill out DT slip. Give top copy to student and give other 2 carbon copies to security/ DT monitor by the end of day.
- When you are on Steps 5-6, notify administrator and their assistant ASAP by email AND “discipline log entry”.

### **Example of log entries utilizing Consequence Steps outlined above:**

- **Step 1-** 12/1/13- (Teacher name) - Disruptive behavior - XXXXXX was out of seat and took a kid’s pencil. Called mom 12/1, notified that child is to serve lunch DT on 12/2/13. #555-0987
- **Step 2-** 12/4/13- (Teacher name) - Disruptive behavior - XXXXXX was running into class and knocked into another student. XXXXXX was talking during instruction. Called mom 12/4 and got permission to stay after for DT on 12/5/13. #555-0987

### **Out-of-Classroom Issues (halls, lunchroom, elevator, etc.)**

- Consequence for behavior not occurring in your classroom, SIMPLY fill out same DT form and hand to student. Put other copies in the DT mailbox. You do NOT have to log the information in PowerSchool.

## **DETENTION GUIDELINES**

- No talking
- No eating
- No sleeping
- No headphones or earbuds
- No coats on
- No students may leave for any reason
- Cell phones must be turned in at the beginning of detention

- ISS will be housed in the book room off the Library
- Detention is for grades 4-12 only.
- Immediate assignment to detention is at the discretion of administration
- Students must complete detention assignment provided by administration
- If a student does not show for detention, security should note on the detention slip and place it in Mr. Quinn Currin's mailbox.
- Any student who misbehaves or is non-compliant to detention procedures/expectations will receive an additional consequence

## **ISS GUIDELINES**

- ISS is on Tues and Thurs from 9:15-3:45
- Security will rotate to supervise ISS
- The classroom will not have more than 8 students at any time
- No talking
- No eating
- No sleeping
- No headphones or earbuds
- No coats
- No sleeping
- No students may leave to collect work.
- Cell phones must be turned in at the beginning of the class
- ISS will be housed in Room 1079
- Students can only be referred by administration
- Students should have paperwork or a note when entering ISS on an immediate assignment.
- Immediate assignment to ISS regardless of the current step is at the discretion of administration

### **ISS Daily Schedule**

- 9:15-9:30 Behavioral Contract is filled out.
- 9:30-10:00 Journal writing with prompts around PSC Expectations
- 10:00-11:30 Classroom Assignments – sent by the teachers.
- 11:30-12:00 Lunch and Bathroom Break
- 12:00-1:30 Classroom Assignments or additional assignments
- 1:30-2:00 Work Detail
- 2:00-3:25 Classroom Assignments or additional assignments
- 3:25-3:45 Silent reading- At the end of the reading time, the student is to write a summary, a response to the reading or answer who, what, when, where and why.
- 3:45 Dismissal

### **ISS Supervisor will:**

- Report any student who does not follow the rules of ISS
- Collect ISS parent contact letter and turn in to admin asst.
- Notify office if parent letter is not returned.
- Make sure that students are quiet and orderly in ISS.
- Make sure that students follow all ISS procedures.
- Make sure that students follow the ISS daily schedule
- Supervise work detail ex. pick up litter from the school grounds, wash lunchroom tables. This is a supervised event, it is non-play time and the only time that students are to be out of ISS.
- Walk students down to their busses.

**Students will:**

- Follow all rules and complete assignments when in ISS
- Take home parent letter and return it with a signature

**Teachers will:**

- Collect work, place it in a folder/ paperclip with their name, the student's name on it and give it to Quinn the day before the assigned ISS.
- Retrieve collected work from their mailbox and grade/record it in PowerSchool.

**Administrative Assistant will:**

- Give student the ISS paperwork to be signed by parent.
- Notify teachers of ISS assignment
- Create a list of students in ISS
- Collect ISS work folders and place them in ISS the morning of the assignment
- Collect completed work from ISS Supervisor and put it in teacher's mailboxes.

**Administration will:**

- Assign student to ISS
- Notify parents by phone of ISS assignment
- Remove students who disrupt ISS
- Address any concerns regarding the ISS process

**Materials needed for ISS:**

1. Grade level texts & workbooks in each content area grades 2-8.
2. Worksheet packets from teams with work that can be done ex. math worksheets, vocabulary builders.
3. Additional reading comprehension booklets.
4. Notebook paper, pencils and erasers.

**ISS Checklist**

- Admin Contacts Parent
- Parent Letter Sent (Quinn)
- Teacher Notified (Quinn)
- Request for Work (Quinn)
- Teacher Provides Work

**Additional Strategies**

Below are a few additional strategies we use for addressing behavior. Staff members are not limited to these actions only, but refer to them when necessary:

Category I	Category II	Category III
<ul style="list-style-type: none"> <li>● Letter is sent to parent /guardian (Teacher action)</li> <li>● Withhold Specials (Optional) K-3</li> <li>● Lunch DT</li> <li>● After School DT</li> <li>● Parent call</li> <li>● Parent conference</li> <li>● Reflective writing</li> </ul>	<ul style="list-style-type: none"> <li>● Parent conference with all stakeholders to discuss interventions (Team action)</li> <li>● Team conference with student</li> <li>● Team conference with parent/guardian</li> <li>● Individual Behavior</li> </ul>	<ul style="list-style-type: none"> <li>● Referral</li> <li>● Administrative action</li> <li>● Intervention Assistance Team referral</li> <li>● Alternative to Suspension</li> <li>● Alternative to Expulsion</li> </ul>

assignment (Not repeated writing) <ul style="list-style-type: none"> <li>● Work detail</li> <li>● Time out to buddy teacher</li> <li>● Loss of incentive</li> </ul>	Contracts <ul style="list-style-type: none"> <li>● Behavior Plan</li> <li>● Referral</li> <li>● Alternative to Suspension</li> <li>● Administrative DT</li> <li>● ISS</li> </ul>	
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## MONITORING TOOLS

It is our intention to maintain a safe and orderly academics/arts community. Student behavior/progress will be monitored using one or more of the following tools. Teachers are not limited to these specific tracking tools.

### **Intervention Chart**

Teachers will keep some form of record of intervention implemented for individual students who display chronic behavior problems.

### **Detention Form**

This form is filled out, copied and given to the student. The parent should be made aware by phone why the student is getting the DT. Students may be allowed a second chance to serve the DT with additional consequences. If a DT has not been served after two (fair) attempts by the teacher, the student will receive a harsher consequence from administration or the team.

### **Detention Tracking Sheet**

Detentions are logged in PowerSchool for documentation of this intervention. You must have evidence of this intervention before moving on to another level on the intervention chart.

### **Parent Contact Log**

Teachers should have a phone log as evidence of **both** positive and negative phone calls to parents. Teachers should make as many positive phone calls a week if possible.

### **Individual Behavior Contract**

Behavior Contracts are used when a student has problems dealing with one particular subject or teacher. The student should help identify goals.

### **Behavior Plan**

Team of artists, academic teachers, students and parents work together to identify what issues a student is having and what can be done to correct the behavior. The School Psychologist/Counselor and/or others can assist with this intervention.

### **Discipline Referral**

This form should be completed in PowerSchool and should be used for any student referred to administration. It is used as documentation of the behavior. Teachers solving issues in class should be able to document the interventions in PowerSchool.

\*This entire plan will be reviewed at the Student Orientation meetings and throughout the year, Parent acknowledgement of the SCPA PSC Plan is required by signing the commitment form included with the plan and returning it to the students' teacher.

Link to CPS Student Support Guide:

<https://www.cps-k12.org/sites/www.cps-k12.org/files/pdfs/Code-of-Conduct.pdf>

## PSC SCHOOL-WIDE EXPECTATIONS LESSON PLANS

On the following pages, are lesson plans centered around the PSC School Wide Expectations. The lesson plans are designed to help both staff and students to understand what exactly each expectation means. Please familiarize yourself with the expectations and review them with your classes. Teams or departments can decide who will teach which expectation to students to avoid repetition. The expectations should be reviewed throughout the year.

Teachers can access The Leader in Me Online website for resources to teach and reinforce the 7 Habits.

[The Leader in Me Online](#)- link

<https://theleaderinmeonline.org/content/tlim/login.html?resource=/>

### **Lesson plan for Classroom**

#### **Teacher will reinforce lesson in class**

**Objective:** To expose students and staff to the expectations and protocol for the classroom expectations agreed upon in the Positive School Culture Plan.

**Location/Time:** Classroom/first week of school and throughout year as necessary. The SCPA PSC Plan anticipates that these expectations will be explicitly communicated to students throughout the year.

#### **Procedure:**

- Introduce expectations (**bold**): Specific discussion points for teacher/para-professional are in *italics*. Discuss and explain each expectation.
- As a game, adults can model inappropriate behaviors for students and choose student volunteers to model correct behaviors.
- Teachers with students may develop additional rules that are specific to their class.
- Throughout the year, individual teachers (and teams) will explicitly teach and reinforce rules and routines in their classrooms (e.g., what do students do when they need to sharpen their pencil or use the restroom).

<p style="text-align: center;"><b>Show Respect</b></p>	<p style="text-align: center;"><b>Contribute Positively</b></p>	<p style="text-align: center;"><b>Perform Honorably</b></p>	<p style="text-align: center;"><b>Act Safely and Responsibly</b></p>
<p>☆ <b>Follow directions as they are given.</b> <i>Follow directions first time given. Adults should only have to give directions once; this includes all adults.</i></p>	<p>☆ <b>Think before you speak, act, and react.</b> <i>Use polite language and respectful tone – no name calling, or making fun of, do not yell or use profanity. Handle disagreements and conflicts peacefully and calmly – do not confront people in front of others; ask for assistance.</i></p>	<p>☆ <b>Do your own work.</b> <i>Do not take credit for work you did not do.</i></p> <p><i>Ask your teacher for help if you do not understand content, and be accountable for your own education.</i></p> <p><i>Take care of classroom property/ materials such as books, desks, etc. – do not write on them; do not destroy materials – pencils, worksheets, etc.</i></p> <p><i>Talk about school pride and ownership of your classroom.</i></p>	<p>☆ <b>Be in your seat on time.</b> <i>Be in your designated area/classroom before the tardy bell rings.</i></p> <p>☆ <b>Be prepared for class and ready to learn.</b> <i>Transition quickly. Be in your seat and ready to work when class begins. Have all necessary materials (text book, pens, pencils, homework, etc.) on your desk and ready to be used for class.</i></p> <p>☆ <b>Be responsible for your own choices and actions.</b> <i>Keep hands/feet to yourself - do not throw objects, hit or push each other; be respectful of personal space; Jr. High/High school – discuss public displays of affection (hugging, etc.)</i></p>

**Lesson plan for Office**

**Teacher will reinforce lesson for class**

**Objective:** To expose students and staff to the expectations and protocol for the Office agreed upon in the Positive School Culture Plan.

**Location/Time:** Main Office/first week of school and throughout year as necessary. The SCPA PSC Plan anticipates that these expectations will be explicitly communicated to students throughout the year.

**Procedure:**

- Introduce expectations (**bold**): Specific discussion points for para-professional/teacher are in *italics*. Discuss and explain each expectation.
- As a game, adults can model inappropriate behaviors for students and choose student volunteers to model correct behaviors.
- Throughout the year, individual teachers (and teams) will explicitly teach and reinforce rules and routines in their classrooms.



<p style="text-align: center;"><b>S</b>how Respect</p>	<p style="text-align: center;"><b>C</b>ontribute Positively</p>	<p style="text-align: center;"><b>P</b>erform Honorably</p>	<p style="text-align: center;"><b>A</b>ct Safely and Responsibly</p>
<p>☆ <b>Wait your turn.</b> <i>Wait at the counter until the adult/office staff addresses you.</i></p> <p>☆ <b>Use your inside voice.</b> <i>Keep your voice at a level that is quiet and considerate of the guests and staff that are working in your proximity.</i></p>	<p>☆ <b>Be polite.</b> <i>Do not forget to say “please” and “thank you” when addressing office staff.</i></p>	<p>☆ <b>Be truthful and willing to help.</b> <i>Be honest, but respectful when sharing information with adults/office staff. Tell the adult if you are upset, but do so in a calm manner.</i></p>	<p>☆ <b>Have a pass.</b> <i>Make sure to ask your teacher for a pass or note before coming to the office.</i></p> <p>☆ <b>Return directly to class.</b> <i>Always return to class, promptly, without going anywhere else in the building. You must always have written permission to be anywhere other than your classroom or designated area.</i></p>

**Lesson plan for Performance Space and Gallery**  
**Teacher will reinforce lesson for class**

**Objective:** To expose students and staff to the expectations and protocol for the Performance Space and Gallery agreed upon in the Positive School Culture Plan.

**Location/Time:** Main Hallway/first week of school and throughout year as necessary. The SCPA PSC Plan anticipates that these expectations will be explicitly communicated to students throughout the year.

**Procedure:**

- Introduce expectations (**bold**): Specific discussion points for para-professional/teacher are in *italics*. Discuss and explain each expectation.
- As a game, adults can model inappropriate behaviors for students and choose student volunteers to model correct behaviors.
- Throughout the year, individual teachers (and teams) will explicitly teach and reinforce rules and routines in their classrooms.

<p style="text-align: center;"><b>S</b>how Respect</p>	<p style="text-align: center;"><b>C</b>ontribute Positively</p>	<p style="text-align: center;"><b>P</b>erform Honorably</p>	<p style="text-align: center;"><b>A</b>ct Safely and Responsibly</p>
<p>☆ <b>Applaud appropriately.</b> <i>Show your recognition by clapping only, without yelling or making inappropriately loud noise.</i></p> <p>☆ <b>Be silent during performances.</b> <i>Show ultimate respect for performers. They work very hard and deserve your full attention.</i></p>	<p>☆ <b>Turn electric devices off.</b> <i>Cell phones and any alarms should be silenced out of respect for the performers. No texting during a performance either. Even the light from a cell phone can distract a performer. All devices OFF.</i></p>	<p>☆ <b>Arrive early.</b> <i>If you are in the audience, take your seat quietly and quickly. If you are a performer, go directly to your designated area and refrain from making noise behind the curtain.</i></p>	<p>☆ <b>Remain seated with feet on the floor.</b> <i>Once you are seated, you must remain in your seat without getting up to leave until the performance is over, and your teacher directs you and your class to leave. Shoe bottoms are dirty, and should never be placed on theater seats.</i></p> <p>☆ <b>All food and drink, including candy and gum, is to be consumed outside the theatre/gallery.</b> <i>Performance Spaces and Gallery are not intended for food or drink consumption. Snacks and drinks would damage our beautiful theater seats.</i></p>

**Lesson plan for Hallway**

**Teacher will reinforce lesson for class**

**Objective:** To expose students and staff to the expectations and protocol for the Hallway agreed upon in the Positive School Culture Plan.

**Location/Time:** Hallway Outside of Class/first week of school and throughout year as necessary. The SCPA PSC Plan anticipates that these expectations will be explicitly communicated to students throughout the year.

**Procedure:**

- Introduce expectations (**bold**): Specific discussion points for para-professional/teacher are in *italics*. Discuss and explain each expectation.
- As a game, adults can model inappropriate behaviors for students and choose student volunteers to model correct behaviors.
- Throughout the year, individual teachers (and teams) will explicitly teach and reinforce rules and routines in their classrooms.

<p style="text-align: center;"><b>Show</b> Respect</p>	<p style="text-align: center;"><b>Contribute</b> Positively</p>	<p style="text-align: center;"><b>Perform</b> Honorably</p>	<p style="text-align: center;"><b>Act</b> Safely and Responsibly</p>
<p>☆ <b>Use your inside voice.</b> <i>Keep your voice at a level that is consistent with being indoors, and in an enclosed area in which sound can carry - so minimal talking, and limit making unnecessary noise like, tapping pencils and noises with shoes, etc.</i></p>	<p>☆ <b>Use socially appropriate language.</b> <i>Make sure your language is clean (no profanity), kind, and respectful.</i></p>	<p>☆ <b>Be a positive role model.</b> <i>Model appropriate behavior for peers and underclassmen at all times with your voice, your language, and your actions. Younger students are paying attention and modeling what you do!</i></p>	<p>☆ <b>Walk on right.</b> <i>It is more safe and time efficient to stay on the right, and avoid traffic jams! No running, chasing, dancing or horse-play.</i></p> <p>☆ <b>Have a pass during class time.</b> <i>Keep your hall pass visible at all times. No detours or side-trips. Do not visit or wave to a friend in another class.</i></p>

**Lesson plan for Cafeteria**

**Teacher will reinforce lesson for class.**

**Objective:** To expose students and staff to the expectations and protocol for the Cafeteria agreed upon in the Positive School Culture Plan.

**Location/Time:** Cafeteria/first week of school and throughout year as necessary. The SCPA PSC Plan anticipates that these expectations will be explicitly communicated to students throughout the year.

**Procedure:**

- Introduce expectations (**bold**): Specific discussion points for para-professional/teacher are in *italics*. Discuss and explain each expectation.
- As a game, adults can model inappropriate behaviors for students and choose student volunteers to model correct behaviors.
- Throughout the year, individual teachers (and teams) will explicitly teach and reinforce rules and routines in their classrooms.

<p style="text-align: center;"><b>Show Respect</b></p>	<p style="text-align: center;"><b>Contribute Positively</b></p>	<p style="text-align: center;"><b>Perform Honorably</b></p>	<p style="text-align: center;"><b>Act Safely and Responsibly</b></p>
<p>☆ <b>Use your inside voice.</b> <i>Use “6 inch” voices, polite language, and respectful tone.</i></p> <p>☆ <b>Follow directions as they are given.</b></p>	<p>☆ <b>Keep it clean.</b> <i>Remember to place your trash in receptacles, return trays, and wipe up your own spills and mishaps.</i></p> <p>☆ <b>Food and drink stays in the cafeteria.</b> <i>To keep our building clean and safe, all meals, breakfast and lunch, are to be consumed in the cafeteria only.</i></p>	<p>☆ <b>Share the space.</b> <i>There is room for everyone, but there are a lot of us, so no running or horseplay. Stay in your assigned seat while you eat.</i></p> <p>☆ <b>Be a positive role model.</b> <i>Be kind and allow others to sit with you if needed. No one likes to eat alone.</i></p>	<p>☆ <b>Before you share consider allergies and germs.</b> <i>Eat only food from your own tray.</i></p>

**Lesson plan for Restroom**

**Teacher will reinforce lesson for class.**

**Objective:** To expose students and staff to the expectations and protocol for the Restroom agreed upon in the Positive School Culture Plan.

**Location/Time:** Outside Restroom/first week of school and throughout year as necessary. The SCPA PSC Plan anticipates that these expectations will be explicitly communicated to students throughout the year.

**Procedure:**

- Introduce expectations (**bold**): Specific discussion points for para-professional/teacher are in *italics*. Discuss and explain each expectation.
- As a game, adults can model inappropriate behaviors for students and choose student volunteers to model correct behaviors.
- Throughout the year, individual teachers (and teams) will explicitly teach and reinforce rules and routines in their classrooms.

Show Respect	Contribute Positively	Perform Honorably	Act Safely and Responsibly
<p>☆ <b>Respect privacy of others.</b> <i>Only allow one student per stall in the restroom.</i></p>	<p>☆ <b>Report problems.</b> <i>Problems are emergencies like, water that won't turn off, toilets that are clogged or won't stop running, or a clogged sink.</i></p>	<p>☆ <b>Use time wisely.</b> <i>Restrooms are not to be used for social time. Use the restroom only for the purpose intended, and as quickly as possible.</i></p> <p>☆ <b>Return to class promptly.</b></p>	<p>☆ <b>Keep it clean.</b>  <ul style="list-style-type: none"> <li>✓ Flush</li> <li>✓ Wash</li> <li>✓ Throw it away</li> </ul> </p>

### Lesson plan for Outside the Building (Field Trips/Performances)

Teacher will reinforce lesson for class.

**Objective:** To expose students and staff to the expectations and protocol for Outside the Building agreed upon in the Positive School Culture Plan.

**Location/Time:** Front of School/first week of school and throughout year as necessary. The SCPA PSC Plan anticipates that these expectations will be explicitly communicated to students throughout the year.

**Procedure:**

- Introduce expectations (**bold**): Specific discussion points for para-professional/teacher are in *italics*. Discuss and explain each expectation.
- As a game, adults can model inappropriate behaviors for students and choose student volunteers to model correct behaviors.
- Throughout the year, individual teachers (and teams) will explicitly teach and reinforce rules and routines in their classrooms.

Show Respect	Contribute Positively	Perform Honorably	Act Safely and Responsibly
<p>☆ <b>Follow instructions given by the supervisor(s).</b> <i>Field trips are a privilege. Be respectful to all adults and listen to directions.</i></p>	<p>☆ <b>Comply with all laws and ordinances.</b> <i>Some locations have special rules that have to be enforced. Be obedient.</i></p>	<p>☆ <b>Conform to all usual and customary standards of good citizenship, good decorum, and common courtesy.</b> <i>Represent our school positively.</i></p>	<p>☆ <b>Stay with the group.</b></p> <p>☆ <b>Meet all school expectation.</b> <i>If you apply all the expectations for SCPA in your travels you will be doing a good job.</i></p>

**Lesson plan for Playground**  
**Teacher will reinforce lesson for class.**

**Objective:** To expose students and staff to the expectations and protocol for the Playground agreed upon in the Positive School Culture Plan.

**Location/Time:** If applicable, Designated Playground Area/first week of school and throughout year as necessary. The SCPA PSC Plan anticipates that these expectations will be explicitly communicated to students throughout the year.

**Procedure:**

- Introduce expectations (**bold**): Specific discussion points for para-professional/teacher are in *italics*. Discuss and explain each expectation.
- As a game, adults can model inappropriate behaviors for students and choose student volunteers to model correct behaviors.
- Throughout the year, individual teachers (and teams) will explicitly teach and reinforce rules and routines in their classrooms.

Show Respect	Contribute Positively	Perform Honorably	Act Safely and Responsibly
<p>☆ <b>Respect rights of others.</b>  <i>Use polite language and respectful tone.</i></p> <p><i>Keep your hands to yourself.</i></p> <p><i>Take turns.</i></p>	<p>☆ <b>Keep it clean.</b></p> <p>☆ <b>Resolve disagreements peacefully.</b>  <i>Use your words to solve disputes.</i></p>	<p>☆ <b>Be a positive role model.</b>  <i>Share.</i></p> <p><i>Think of others, and use the Golden Rule.</i></p>	<p>☆ <b>Stay in designated area.</b>  <i>Do not leave the playground area, and to stay safe, remember:</i></p> <ul style="list-style-type: none"> <li>✓ No touching</li> <li>✓ No tackling</li> <li>✓ No pulling on clothes</li> <li>✓ No rough play or misuse of equipment</li> <li>✓ No throwing (except balls)</li> </ul>

*\*Teachers / Paraprofessionals: If time permits, teach Hopscotch and 4-Square.*

**Lesson plan for Lobby**  
**Teacher will reinforce lesson for class.**

**Objective:** To expose students and staff to the expectations and protocol for the Lobby agreed upon in the Positive School Culture Plan.

**Location/Time:** Lobby/first week of school and throughout year as necessary. The SCPA PSC Plan anticipates that these expectations will be explicitly communicated to students throughout the year.

**Procedure:**

- Introduce expectations (**bold**): Specific discussion points for para-professional/teacher are in *italics*. Discuss and explain each expectation.
- As a game, adults can model inappropriate behaviors for students and choose student volunteers to model correct behaviors.

- Throughout the year, individual teachers (and teams) will explicitly teach and reinforce rules and routines in their classrooms.

<p style="text-align: center;"><b>Show Respect</b></p>	<p style="text-align: center;"><b>Contribute Positively</b></p>	<p style="text-align: center;"><b>Perform Honorably</b></p>	<p style="text-align: center;"><b>Act Safely and Responsibly</b></p>
<p>☆ <b>Respect exhibits.</b> <i>Some exhibits are very expensive and on loan from artists and galleries. Refrain from touching or damaging art.</i></p> <p>☆ <b>Use your inside voice.</b> <i>Refrain from yelling or calling out to friends.</i></p>	<p>☆ <b>Use socially appropriate language.</b> <i>Profanity and vulgar language is never acceptable at school and will not be tolerated. We share this space and exposure to such language is an invasion of the rights of others.</i></p>	<p>☆ <b>Be a positive role model.</b> <i>Older students should be an example for younger children. Show them what they are supposed to do. They are watching you.</i></p>	<p>☆ <b>Keep walkways and stairwells clear.</b> <i>Refrain from loitering and blocking walk ways.</i></p>

**Lesson plan for Media Center**  
**Teacher will reinforce lesson for class.**

**Objective:** To expose students and staff to the expectations and protocol for the Media Center agreed upon in the Positive School Culture Plan.

**Location/Time:** Media Center/first week of school and throughout year as necessary. The SCPA PSC Plan anticipates that these expectations will be explicitly communicated to students throughout the year.

**Procedure:**

- Introduce expectations (**bold**): Specific discussion points for para-professional/teacher are in *italics*. Discuss and explain each expectation.
- As a game, adults can model inappropriate behaviors for students and choose student volunteers to model correct behaviors.
- Throughout the year, individual teachers (and teams) will explicitly teach and reinforce rules and routines in their classrooms.

Show Respect	Contribute Positively	Perform Honorably	Act Safely and Responsibly
<p>☆ <b>Use your inside voice.</b></p> <p>☆ <b>Be respectful of equipment and materials.</b> <i>Make sure that you are careful with equipment and follow directions of the teacher.</i></p>	<p>☆ <b>Use socially appropriate language.</b> <i>Only go to positive websites and use respectful language.</i></p>	<p>☆ <b>Be a positive role model.</b></p> <p>☆ <b>Use time productively.</b> <i>Technology for class activity or assigned research only.</i></p> <p><i>n task.</i></p>	<p>☆ <b>Follow Internet Access Policy.</b> <i>Make sure you have signed your AUP (Acceptable Use Policy) for permission to use the internet. Your teacher may review the form.</i></p>

**Lesson plan for Transportation by Bus**  
**Teacher will reinforce lesson for class.**

**Objective:** To expose students and staff to the expectations and protocol for riding on the bus agreed upon in the Positive School Culture Plan.

**Location/Time:** Any Location/first week of school and throughout year as necessary. The SCPA PSC Plan anticipates that these expectations will be explicitly communicated to students throughout the year.

**Procedure:**

- Introduce expectations (**bold**): Specific discussion points for para-professional/teacher are in *italics*. Discuss and explain each expectation.
- As a game, adults can model inappropriate behaviors for students and choose student volunteers to model correct behaviors.
- Throughout the year, individual teachers (and teams) will explicitly teach and reinforce rules and routines in their classrooms.



Show Respect	Contribute Positively	Perform Honorably	Act Safely and Responsibly
<p>☆ <b>Use your inside voice.</b> <i>Keep your voice low so that you may be alert to instructions given by your driver, and so that you are not a distraction for the bus driver.</i></p> <p>☆ <b>Follow directions as they are given.</b></p>	<p>☆ <b>Help someone who may need assistance.</b> <i>Report any problems to your driver.</i></p>	<p>☆ <b>Be a positive role model.</b> <i>Do not touch other people's property while waiting at the bus stop, or going to and from the bus stop.</i></p> <p><i>Stay on sidewalks as you walk to/from the bus stop.</i></p> <p><i>Do not touch others.</i></p> <p><i>No public displays of affection.</i></p>	<p>☆ <b>Stay in designated seat.</b> <i>Be seated immediately upon entering the bus, and stay in your designated seat until you have arrived at your destination, and your driver gives the signal that you may get up and exit the bus.</i></p> <p><i>Once you are on the bus, you cannot get off.</i></p> <p>☆ <b>Keep aisle clear.</b> <i>All belongings must remain with you in your designated seat/area. It is not safe to place anything in the aisle.</i></p> <p><i>Keep hands and belongings inside the bus at all times.</i></p>

### Lesson plan for Arrival

Teacher will reinforce lesson for class.

**Objective:** To expose students and staff to the expectations and protocol for the Arrival agreed upon in the Positive School Culture Plan.

**Location/Time:** Designated Area/first week of school and throughout year as necessary. The SCPA PSC Plan anticipates that these expectations will be explicitly communicated to students throughout the year.

**Procedure:**

- Introduce expectations (**bold**): Specific discussion points for para-professional/teacher are in *italics*. Discuss and explain each expectation.
- As a game, adults can model inappropriate behaviors for students and choose student volunteers to model correct behaviors.
- Throughout the year, individual teachers (and teams) will explicitly teach and reinforce rules and routines in their classrooms.

<p style="text-align: center;"><b>S</b>how Respect</p>	<p style="text-align: center;"><b>C</b>ontribute Positively</p>	<p style="text-align: center;"><b>P</b>erform Honorably</p>	<p style="text-align: center;"><b>A</b>ct Safely and Responsibly</p>
<p>☆ <b>Follow directions of all adults as they are given.</b> <i>Be respectful and kind to those who are trying to help you.</i></p>	<p>☆ <b>Help someone who may need assistance.</b> <i>Report any issues to adults.</i></p>	<p>☆ <b>Be on time.</b> <i>Teachers, talk about waking up in the morning, and the importance of being aware of the time it takes to get ready to get to school on time.</i></p> <p>☆ <b>Go directly to designated area.</b> <i>Make sure you that you arrive early enough to visit your locker in order to be prepared with all materials and supplies you will need for the first few classes of the day.</i></p>	<p>☆ <b>Make smart and safe choices.</b> <i>Teachers, remind students that they are under school rules and disciplinary action from the time they leave home in the morning, until they arrive home in the evening.</i></p> <p>☆ <b>Enter building immediately.</b></p>

**Lesson plan for Dismissal**  
**Teacher will reinforce lesson for class.**

**Objective:** To expose students and staff to the expectations and protocol for the Dismissal agreed upon in the Positive School Culture Plan.

**Location/Time:** Designated Area/first week of school and throughout year as necessary. The SCPA PSC Plan anticipates that these expectations will be explicitly communicated to students throughout the year.

**Procedure:**

- Introduce expectations (**bold**): Specific discussion points for para-professional/teacher are in *italics*. Discuss and explain each expectation.
- As a game, adults can model inappropriate behaviors for students and choose student volunteers to model correct behaviors.
- Throughout the year, individual teachers (and teams) will explicitly teach and reinforce rules and routines in their classrooms.

<p style="text-align: center;"><b>S</b>how Respect</p>	<p style="text-align: center;"><b>C</b>ontribute Positively</p>	<p style="text-align: center;"><b>P</b>erform Honorably</p>	<p style="text-align: center;"><b>A</b>ct Safely and Responsibly</p>
<p>☆ <b>Follow directions of adults as they are given.</b> <i>Teachers, remind K-8 students of SCPA Dismissal Procedure to follow Bell 9 teacher to the bus and/or parent pick-up location.</i></p> <p><i>Remind students that they are under school rules and disciplinary action until they arrive home in the evening.</i></p>	<p>☆ <b>Help someone who may need assistance.</b> <i>Report any strangers or odd behavior to an adult.</i></p>	<p>☆ <b>Go directly to designated area.</b> <i>All students will meet adults for after-school activities in their designated area. Students are not allowed back in school without an adult sponsor. Students not in the presence of an adult or with a pass will be asked to leave.</i></p>	<p>☆ <b>Arrange for pick-up.</b> <i>Students will not be able to call for rides from Main Office.*</i></p> <p>☆ <b>Leave promptly.</b></p> <p>☆ <b>Make safe and smart choices.</b> <i>Walkers must stay well away from busses – no “high-fiving” or handing objects to students on busses, or cutting between busses.</i></p> <p><i>Public displays of affection are not allowed at school or on school grounds – no hugging or kissing is permitted.</i></p>

*\*In an emergency, teachers may use discretion to allow students to call from their classrooms. This is information for teachers **only**, and not to be shared as lesson plan for dismissal.*