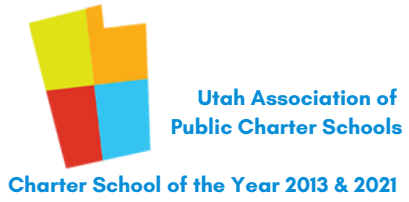




Systems of Support





GWA

By the Numbers

Culture



Demographics

Hispanic: **15%**

2 + Races: **6%**



Free & Reduced Lunch
2021-2023

63% Increase



ELL
2015-2023

152% Increase

Behavior Data



Teacher Managed Incidents

25%



Admin Managed Incidents

10%





LEADERSHIP

2023-2024 COLLECTIVE COMMITMENTS

- CLIMATE

Build Intentional Positive Relationships	Commit to embracing every child, showing them love, understanding, and patience. Believe in them, so that they can believe in themselves.
--	---

- CULTURE

Create Shared Responsibility	Commit to increasing expectations, performance, and teacher effectiveness through collaboration.
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- TIER 1 INSTRUCTION

Ensure Learning for ALL Students	Commit to ALL students learning at high levels through explicit instruction, engagement and academic rigor.
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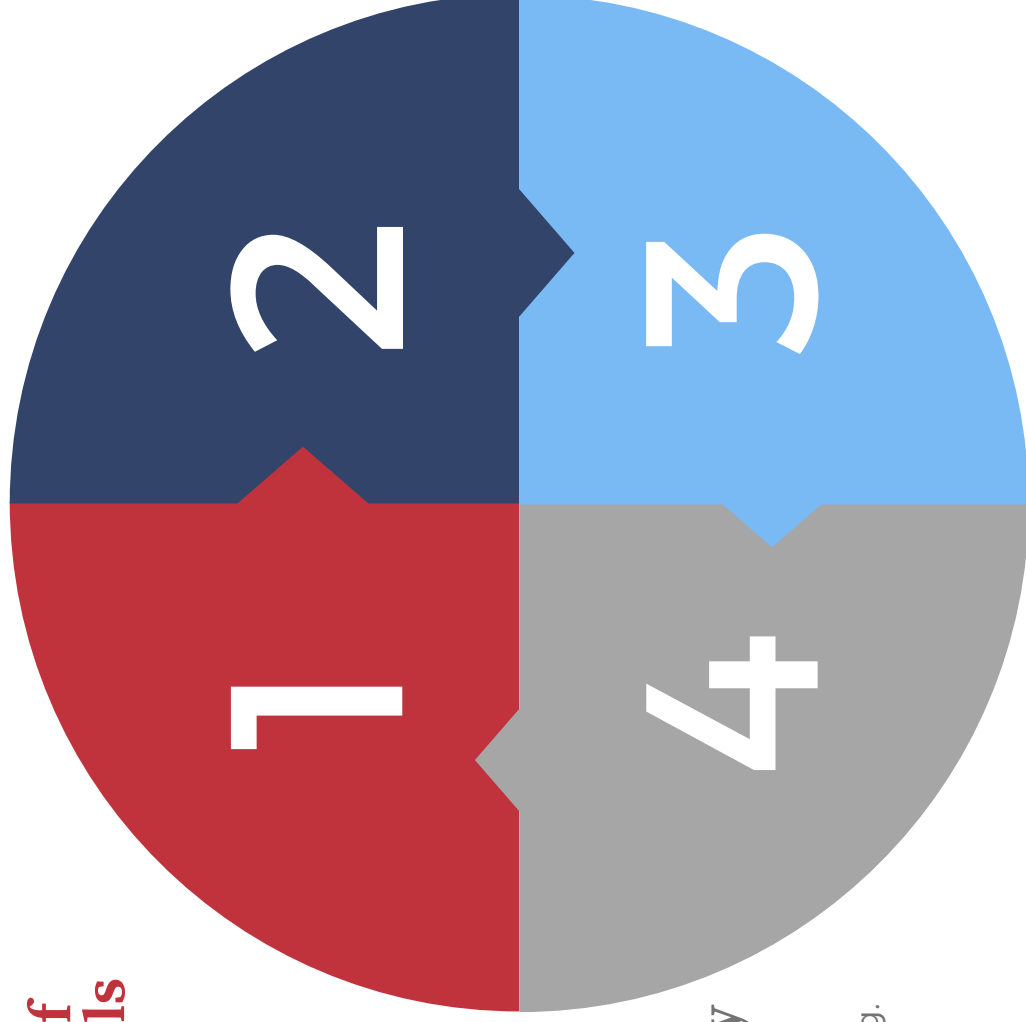
- TIER 1 BEHAVIOR

Teach Behavior Standards Explicitly	Commit to teaching essential behavior standards daily through explicit instruction and modeling.
-------------------------------------	--



Portrait of a GWA Graduate

STUDENT COMPETENCIES



1 High Levels of Thinking Skills

Demonstrating a rigorous understanding in academics.

1

2 Effective Communication

Strengthening communication through listening, speaking, and understanding.

2

4 Social Responsibility

Developing physical, mental, social, and emotional well-being.

4

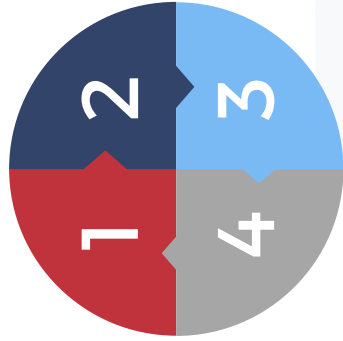
3 Strong Character

Leading with honesty, integrity, and respect.

3

Portrait of a GWA Graduate

STUDENT COMPETENCIES



What is a Portrait of a GWA Graduate?

The Portrait shows that student academic success matters and so does a student's ability to communicate, collaborate, to think critically, to show empathy and to take personal responsibility.

The Portrait is organized by grade levels as essential skills we expect our students to become proficient in during their time at GWA.

Portrait of a GWA Graduate

STAFF COLLECTIVE
COMMITMENTS



Building Intentional Positive Relationships

Commit to embracing every child, showing them love, understanding and patience. Believe in ALL students, so they in turn can believe in themselves.



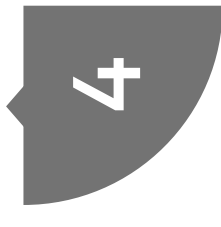
Create Shared Responsibility

Commit to increasing expectations, performance and teacher effectiveness through collaboration.



Ensure Learning for ALL Students

Commit to ALL students learning at high levels through explicit instruction, engagement and academic rigor.



Teach Behavior Standards Explicitly

Commit to teaching essential behavior standards daily through explicit instruction and modeling.

High Levels of Thinking Skills

Demonstrating a rigorous understanding in academics.

K-2	3-5	6-7
<p>Demonstrates a deep and thorough understanding of academic concepts.</p>	<p>Demonstrates deep understanding of all academic concepts covered.</p>	<p>Demonstrates a deep understanding of the academic content and can apply it effectively.</p>
<p>Independently identifies problems and finds creative solutions.</p>	<p>Consistently demonstrates strong critical thinking skills, analyzing and evaluating information effectively.</p>	<p>Consistently analyzes academic concepts in a comprehensive and insightful manner.</p>
<p>Consistently applies academic knowledge to unfamiliar situations with minimal support.</p>	<p>Consistently applies academic knowledge to solve complex problems accurately.</p>	<p>Consistently applies academic concepts to real-world situations with creativity and sophistication.</p>



Academic Mastery



Critical Thinking
& Problem Solving



Lifelong Learning



Effective Communication

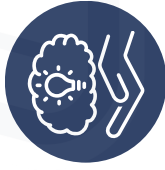
Strengthening communication through listening, speaking, and understanding.



Listening



Speaking



Understanding



Collaboration

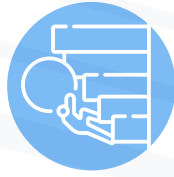
K-2	3-5	6-7
Actively listens and demonstrates understanding by following directions and responding appropriately.	Actively listens and demonstrates understanding through appropriate responses, questions, and reflections.	Actively and attentively listens to others, demonstrates understanding, and asks relevant questions.
Speaks clearly and confidently, using appropriate vocabulary and grammar. Expresses ideas clearly and effectively.	Expresses ideas clearly and effectively using appropriate vocabulary, tone, and body language.	Effectively expresses thoughts and ideas using clear and concise language, engages the audience, and demonstrates confidence.
Demonstrates a deep understanding of the topic by asking relevant questions.	Demonstrates a deep understanding of the topic, asks meaningful questions, and provides thoughtful responses.	Demonstrates a deep understanding of the topic, asks thoughtful questions, and provides relevant and insightful responses.
Effectively listens to other while sharing their perspective and ideas.	Effectively collaborates with peers, showing respect for various ideas and opinions,	Effectively collaborates with peers, showing respect for different perspectives and creating think win-win situations.

Strong Character

Leading with honesty, integrity, and respect.



Leadership



Hardwork/ Resilience



Accountability

K-2	3-5	6-7
<p>Consistently demonstrates honesty, integrity, and respect in their actions and interactions with others.</p>	<p>Consistently demonstrates honesty, integrity, and respect in their actions and interactions with others while seeking first to understand.</p>	<p>Consistently demonstrates honesty, integrity, and respect in their actions and interactions with others while seeking to inspire others.</p>
<p>Consistently demonstrates a strong work ethic by putting first things first.</p>	<p>Consistently demonstrates a strong work ethic by putting in maximum effort, staying focused, and beginning with the end in mind.</p>	<p>Consistently demonstrates a strong work ethic by putting in maximum effort, staying focused, and completing tasks on time.</p>
<p>Student consistently applies accountability principles effectively in various situations.</p>	<p>Student consistently applies accountability principles effectively in various situations. Shows a basic understanding of how accountability impacts personal and social responsibilities.</p>	<p>Student consistently applies accountability principles effectively in various situations. Shows a deep understanding of how accountability impacts personal and social responsibilities.</p>

Social Responsibility

Developing physical, mental, social, and emotional well-being.

K-2	3-5	6-7
<p>Demonstrates a basic understanding of the concept of service, its importance, and its impact on individuals and communities.</p>	<p>Demonstrates a thorough understanding of the concept of service, its importance, and its impact on individuals and communities.</p>	<p>Creates a detailed and well-thought-out plan for their service project, including identifying a specific need, setting goals, and outlining steps to achieve those goals.</p>
<p>Develops self advocacy skills and strategies to use when interacting with peers and adults.</p>	<p>Applies a wide range of effective self advocacy skills and strategies in various situations.</p>	<p>Consistently applies a wide range of effective self advocacy skills and strategies in various situations. Shows creativity and adaptability in using different approaches.</p>
<p>Builds positive relationships with peers and adults and demonstrates an understanding of emotions.</p>	<p>Consistently establishes positive relationships, demonstrates empathy, and effectively collaborates with peers.</p>	<p>Consistently establishes and maintains positive relationships, demonstrates empathy, and effectively collaborates with peers.</p>



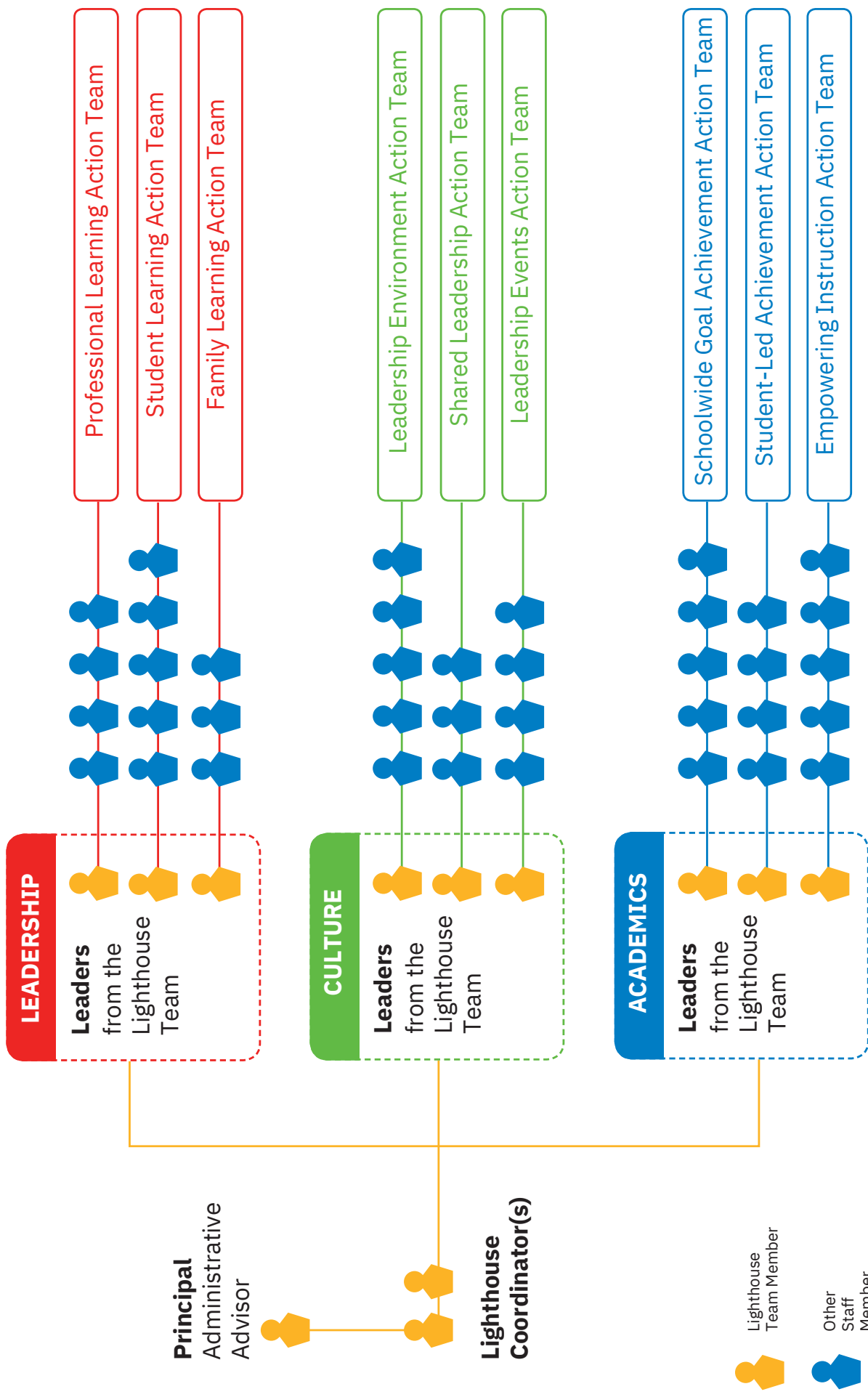
Service



Self Advocacy



Social & Emotional Well-being



Leadership Action Team(s)

<p>Adult Learning & Modeling*</p>	<p>* Also serves as the Adult Learning Coordinator, coordinating the implementation of the On Demand learning.</p> <ul style="list-style-type: none">• Highly excited about the 7 Habits and Leader in Me process.• Organized, Influential, Fluent with technology• Enjoys facilitating adult learning• May aspire toward broader leadership roles• Possibly has a role that has some schedule flexibility
<p>Teach Students to Lead</p>	<ul style="list-style-type: none">• Highly excited about the 7 Habits and Leader in Me process.• Interested in or previously engaged with curriculum development• Already committed to the importance of social/emotional learning

Culture Action Team(s)

Leadership Environment	<ul style="list-style-type: none">• Maintains a physical environment that inspires intrinsic motivation• Creates a strong emotional environment with few negative student behavior issues• Loves to engage in event planning or publicly showcasing greatness
Share Leadership	<ul style="list-style-type: none">• Already engages student voice in decision-making• Already engages students in “jobs” or roles• Interested in or previously engaged in student leadership teams

Academics Action Team(s)

Achieve Goals

- Has experience with the School Improvement Process
- Actively engages with data-driven decision making
- Enjoys Math and data processing

Empower Learners

- Has experience with the School Improvement Process
- Strongly believes in educating the whole child
- Already has students maintain data and may have previously engaged them in conferencing with their family



CULTURE

The Culture of



GWA



T

Transparent

We Recognize impact based on performance and results, not politics.

We strive to learn and grow, so we are direct and transparent with each other and openly share our goals, strengths and improvement areas.



A

All-In

We are GWA.

Each of us owns the short and long-term success of our school, delivering results focused on humans through care and responsibility.



C

Collaborative

We are a diverse, equitable and inclusive team.

We are stronger together and value our differences. We strive to help each other get better at what we do individually and together.



O

Optimistic

We are committed to helping our students succeed through working together and embracing change.

We view mistakes as opportunities to grow. We listen, learn, and go above to put our students first. Period.



S

Strategic

We innovate and write our own story regardless of the status quo. We have grit and passion, and see obstacles and opportunities for improvement.

We use data and research to make decisions and not comfort.

2023-2024 GWA Event Calendar

Tradition

As we approach our 20th anniversary tradition is more important than ever. We are excited to bring back hallmark events in GWA History as well as new events that will enrich our stakeholders.

Event Communication

All event communication will be posted on the school website, social media, Patriot Update, and Grade Level Newsletters.



EVENT DATES



BACK TO SCHOOL NIGHT

August 10th 6:00-7:50



MEET YOUR TEACHER

August 14th 1:00-2:00



TALENT SHOW

October 20th



VETERANS DAY CELEBRATION

November 10th 8:30, 9:30, & 10:30



GWA GIVES BACK

February 5th-9th



4TH GRADE UTAH PROGRAM

February 15th



STEM EXPO

March 7th 5:00-7:00



3RD GRADE MATH COMPETITION

March 20th @ 8:30



SCHOOL MUSICAL

April 18th, 19th & 20th



6TH & 7TH GRADE GEOGRAPHY BEE

April 26th @ 8:30



GIVE ME LIBERTY

May 10th @ 8:30



LEADERSHIP DAY

May 15th & 16th



KINDER AND 7TH GRADUATIONS

May 17th @ 9:00 & 11:00



Communicate Effectively



5 Tips for Emailing Parents



Thank Them for Reaching Out

Start your email message by thanking the parent(s) for reaching out directly to you to answer their question(s) or to seek to understand a situation in greater detail.

Thank You

Look for Tone

If you feel like the tone is negative or instead of asking questions, you feel like they are questioning, ask them to meet face-to-face with you at their earliest convenience. This will help them see your true intent and love for their child.



Focus on 5:1

While emails from parents can be frustrating, it is important to see the positives that the student brings to the classroom. If you feel like blame is being placed it is most likely out of fear of their child being labeled, failing, or falling behind. Focus on the positive.



Focus on Root Cause

Avoid the grocery list of the things you are seeing in your classroom of behavioral or academic deficiencies. Listing all of the symptoms will not build trust. Choose the true Root Cause and put it in one sentence surrounded by positive.



Apologize and Thank

As an effective communicator it is important to apologize for any misunderstanding or words that have been misinterpreted. Apologizing and moving forward while thanking them for bringing something to your attention builds a trusting partnership with the parent(s).



One Day @ GWA

May 12th 2023



8:30 Introduction & Roles of Support

Introduce yourself and meet the GWA Leadership Team

8:45 - 3 Pillars of GWA

What makes GWA Unique? Dive into the 3 pillars of GWA and how they are embedded into our classrooms and school.

9:00 - Map & Access to Building

Get to know where things are and where everything you need will be located.

9:20- School Tour

Get to know GWA and take a look at its many faculty and student offerings

10:00 - Break

10:20 - 7 Habits Overview

At GWA we are a Leader in Me school dedicated to empowering students through leadership opportunities. What are the 7 Habits and how are they used in our lives and school?

11:00 - The 4 C's of your classroom

Dive into the 4 C's of your classroom and how they tie together with coaching and evaluation at GWA.

11:30- Purchasing and Teacher Budgets

How do I order items for my classroom and how much \$ do I get?

NEW TEACHER MENTOR

The ideal mentor is....



AN ADVOCATE WHO

empowers the voice, needs, and perspectives of beginning educators

encourages and supports beginning educators in assuming control of their professional destinies,

establishes the needs of beginning educators as a top priority,

supports beginning educators in accessing needed resources, and

supports beginning educators in connecting with parents, educators, and other professionals.

A COLLEAGUE WHO

acts in a professional capacity as a liaison between the beginning educator and the school

is knowledgeable in grade-level curricula

develops both formative and summative assessments that are effective

develops sustainable classroom management techniques

is knowledgeable about pedagogy and cooperatively engages beginning educators in identifying and capitalizing on their pedagogical individualities.

YOU BELONG.

NEW TEACHER MENTOR

The ideal mentor is....



A CONFIDANT WHO

actively listens to beginning educator concerns.

provides appropriate and timely guidance for addressing beginning educators' concerns, and

respects the confidentiality of all mentor-mentee interactions.

A FACILITATOR WHO

assists beginning educators in collecting and interpreting student data to drive instructional decisions,

collects, interprets, and communicates meaningful data about beginning educator practice,

promotes the voice of the beginning educator above their own, supporting experimentation of instructional ideas,

supports the emerging nature of the professional expertise of the beginning educator,

uses data to facilitate unbiased conversations, and

uses effective communication to guide beginning educator reflection and professional growth.

YOU BELONG.

NEW TEACHER MENTOR

The ideal mentor is....



A FRIEND WHO

accepts the beginning educator as an emerging professional,

conveys genuine care and concern for the well-being and growth of the beginning educator,

cultivates a relationship of caring support, confidentiality, and trust with the beginning educator,

recognizes and acknowledges beginning educator successes, and

responds to beginning educators in supportive and non-judgmental ways.

A MODEL OF

collaborative and reflective instructional practice,

continuous professional learning,

data-driven decision making,

effective time management,

professionalism in communication and action,

promoting individual educator success as a contributor to school-based team success, and

providing formative assessment and feedback.

YOU BELONG.



ACADEMICS



Academic Supports

The product of a classroom intentionally designed to foster and promote a safe, consistent, and positive environment

Best Practice	Score 0 = Not present 1 = In progress 2 = In place	Evidence or Next Steps
I allow for student voice in my classroom.		Students' input and expertise are embraced and help shape their classroom experience, including lessons, assignments and interactions.
I have consistent, clear procedures and routines in place to maintain a safe, and predictable classroom and engage in active supervision. (i.e: scanning, moving, and having positive interactions).		The teacher intentionally & consistently teaches and reteaches the routines and procedures expected in the classroom (i.e: how to enter and exit the classroom, how to ask for help, or take a bathroom break, and where to turn in assignments).
I have transition times of one minute or less.		Transition time between one task and another in the classroom is less than a minute. This requires teachers to intentionally organize lessons and next steps.
I have a process for handling minor misbehaviors in my classroom.		The teacher understands the difference between teacher-handled and administrator-handled classroom infractions. Classroom behavior agreements or contracts co-developed by students and the teacher ensure joint understanding and commitment between all stakeholders in the classroom. The teacher also demonstrates ownership and autonomy when handling minor infractions within the classroom, utilizing adequate tools and resources when responding.

The product of a classroom intentionally designed to foster the ongoing interchange of expectations, ideas, commitments, voices, and behaviors among all stakeholders.

Best Practice	<p>Score 0 = Not present 1 = In progress 2 = In place</p>	Evidence or Next Steps
<p>I use positive teacher language and tone in my classroom.</p>		<p>The teacher uses positive (direct) language more often than negative language (four instances to one is the ideal ratio) and even more often for struggling students (six instances to one). Positive language, for example, focuses on what's desired, and acknowledges students when they demonstrate appropriate skills.</p>
<p>I have (and reinforce) classroom management and communication monitoring systems for students.</p>		<p>Classrooms are well managed with communication and/or monitoring systems to track behaviors and provide additional support for students who need them.</p>
<p>I have a behavior communication and monitoring system with administrators and other stakeholders (such as support providers and parents)</p>		<p>The teacher follows a process for positively communicating with parents or guardians (i.e.: making five positive calls a week to different parents or guardians). Contacting them with something positive when they are frequently called for negative reasons tremendously builds parent and guardian support. The teacher reports all incidents and office referrals to Educator's Handbook.</p>
<p>Positive Interactions with Students.</p>		<p>Multiple methods for making positive contact with students are employed: notes, affirmations, one-to-one conversations, fist bumps, and check-ins.</p>
<p>I have a clear alternate plan for when I am out of the classroom, including students who require special accommodations or interventions.</p>		<p>An intentional preparation plan for substitute teachers helps stave off behavior challenges. Plans can provide appropriate information for substitutes on certain students who may need additional supports. A seating chart is updated to include notes on what a student needs academically, behaviorally, and social-emotionally to access classroom instruction. This can provide a teacher-especially one with multiple class sessions-a quick visual reminder. Those reminders can be as simple as 504, IEP, or anxiety care plans.</p>

The product of a classroom intentionally designed to educate the whole child, including academics and beyond.

Best Practice	<p align="center">Score 0 = Not present 1 = In progress 2 = In place</p>	Evidence or Next Steps
I embed social-emotional & behavioral competencies into my teaching.		Students will receive formal or informal weekly behavior lessons; these lessons may range from behavior curriculum (anti-bullying, respect, digital citizenship), to making connections with texts, to confronting real-life classroom, school, or community challenges around tolerance and empathy. Lessons will develop students' self-awareness and self-management skills by embedding instruction into assignments, lessons, and projects.
I incorporate 21st century skills into my classroom.		Intentionally incorporated instruction and application of 21st century skills includes opportunities to practice communicating and collaborating, as well as encouraging critical thinking and creativity. (The teacher might, for example, teach how to develop and adhere to group work norms so students know how to communicate differences and diversity of thought in a productive way, civil way.)
I have at least one scheduled weekly classroom meeting, circle, or check-in time with students.		This intentionally created safe space provides opportunities for students to share and help each other or the community with concerns or challenges.
I provide students multiple options to learn and demonstrate proficiency.		Students have opportunities to demonstrate learning in different modalities. For example, if the physical act of writing triggers a student's sensory challenges, that student can present orally or create a speech-to-text response for an assignment.
I provide daily engaging, meaningful instruction based on student voice and input, while implementing special education (and other) accommodations and interventions designed for student success.		Ensuring that students find instruction meaningful and understand how it applies to their learning results in engagement. The teacher understands and implements the three areas of UDL in the classroom: (1) engagement (stimulating interest and motivation via lessons), (2) representation (information is presented in different ways, for multiple modalities), and (3) action and expression (students can demonstrate what they learned or know in different ways; CAST, n.d.).

The product of a classroom intentionally designed to build and maintain relationships and community.

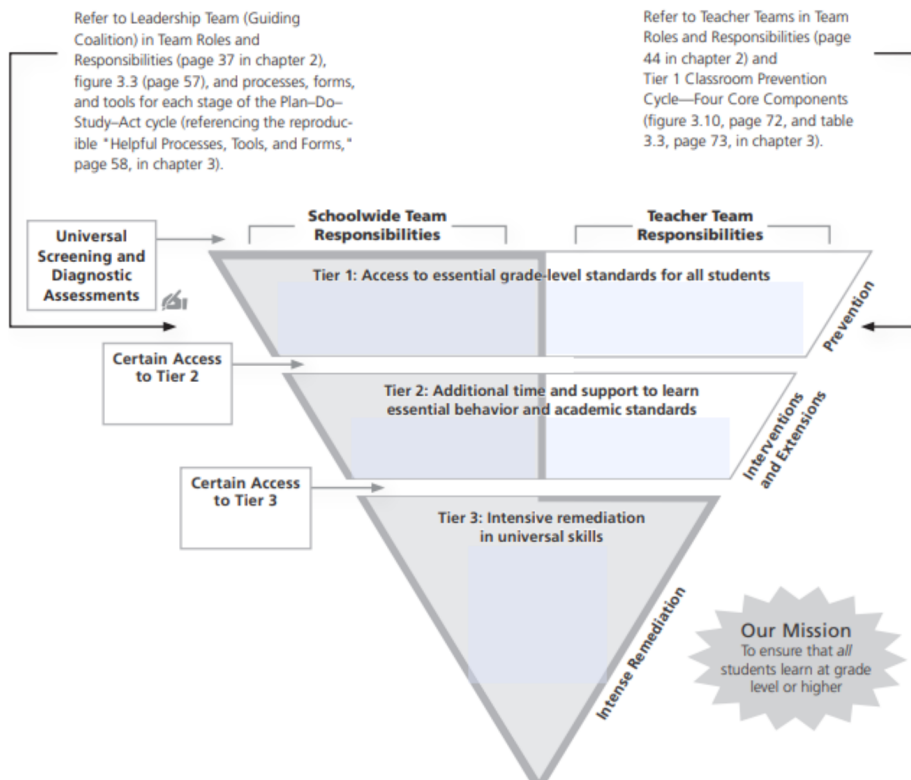
George Washington Academy

Culture

Best Practice	Score 0 = Not present 1 = In progress 2 = In place	Evidence or Next Steps
I have structures in place for relationship building.		Intentionally greeting students is the norm for the classroom teacher. The class creates and repeats mantras about respecting each other and developing a safe, loving classroom environment. Teacher invests in relationship building and restores or repairs relationships when needed. A system is in place for ensuring students feel safe asking for help.
I create a positive classroom experience		Positive classroom incentives are offered. Students can receive individual or classroom-level (team) acknowledgments for demonstrating appropriate behaviors they have learned. Incentives can be tangible or intangible based on student input and motivators. The classroom is a welcoming space for students, families, and other stakeholders.
I embed community-based service learning projects.		At least once a trimester, participate in service learning projects which provide opportunities to learn and implement character development. The focus is on being good citizens in and out of the classroom.
I use trauma-informed practices.		Understanding the impact traumatic childhood events have on a student's ability to regulate his or her behavior is trauma informed. Teachers shift their view from "This student is behaving poorly," to "This student is having a difficult time. What does s/he need?" The behavior is viewed through a lens of support and establishing a relationship rather than punishment and removing the student from class.

GWA - Guiding Coalition

Team: BLT	Date: 8/8/2023	Time: 7:00 AM	Location: Library
Facilitator: Mr. Clark	Timekeeper: Mrs. Giles	Minutes: Mrs. Stevens	
Team Norms: 1. On time 2. All voices are heard 3. Trust that the job will be accomplished			
Meeting Goals: Updates teams on procedures of various departments			
Yearly Goals: All students will comprehend on grade level or show an increase of 3% in comprehension.			
What do we need to bring for this meeting?			
Review Roles/Norms/Goals/Celebrations/Calendar Items			
Time	Task	Minutes	
5	Celebrations/Calendar Items		
Tier 1			
	What Tier 1 academic needs are there?		
	How is Tier 1 classroom implementation going?		
	What resources do we need?		
	What academic support help do we need?		
Tier II			
	How is Tier 2 implementation going?		
	What new academic trends require reteaching?		
	Do we need the lead from the leadership team Tier 2 subset to push into a teacher team meeting to discuss Tier 2 academic needs?		
Tier III			
	How is Tier 3 intervention plan implementation going?		
	What resources do we need from the intervention team?		
	Do we need the Tier 3 intervention team lead to push into a teacher team meeting to discuss Tier 3 academic needs?		





George Washington Academy- Professional Learning Teams (PLT) - Data Driven Collaborative Meetings

Team:		Date:		Time:		Location:	
Assignments	Facilitator	Timekeeper	Note Taker	Any other type here	Any other type here	Any other type here	Any other type here
Team Norms:							
Schoolwide WIG							
Meeting Goals:							
What do we need to bring for this meeting?							
Time (40 min)	Topic	Minutes/Notes					
Review Roles/Norms/Goals/Celebrations/Calendar Items							
5	Celebrations/Calendar Items						
Critical Question 1: What do we want our students to learn during this upcoming unit?							
7	What is Essential?						
	What are "Nice to knows"						
	2-3 Instructional Strategies for each objective, skill, or behavior						
Critical Question 2: How will we know that our students are learning during this upcoming unit?							
7	Pretest						
	Short 4-5 question common formative assessment						
	Rubrics that define different levels of performance						
Critical Question 3: How will we respond when students struggle during this upcoming unit?							
7	List of students who have yet to master each essential outcome						
	Share one promising instructional strategy for reteaching						
	Additional assessments to measure progress after interventions have been delivered						
Critical Question 4: How will we respond when students excel during this upcoming unit?							
7	List of students who demonstrate mastery of essential outcomes						
	List of additional concepts that can extend student thinking for each essential outcome						
	Share one promising instructional strategy for providing extension of essential outcomes						
	Develop additional assessments to measure progress after extension have been delivered						



Behavior Supports

GWA - Guiding Coalition

Team: BLT	Date: 8/8/2023	Time: 7:00 AM	Location: Library
Facilitator: Mr. Clark	Timekeeper: Mrs. Giles	Minutes: Mrs. Stevens	
Team Norms: 1. On time 2. All voices are heard 3. Trust that the job will be accomplished			

Meeting Goals:	Updates teams on procedures of various departments
Yearly Goals:	All students will comprehend on grade level or show an increase of 3% in comprehension.

What do we need to bring for this meeting?

Review Roles/Norms/Goals/Celebrations/Calendar Items

Time	Task	Minutes
5	Celebrations/Calendar Items	

Tier 1

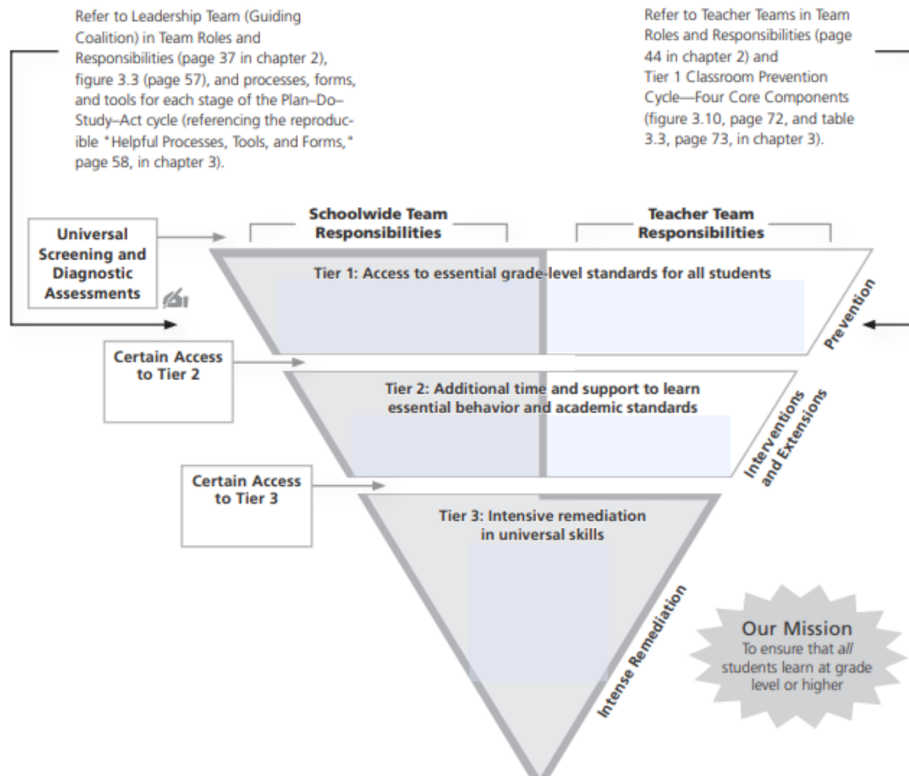
	What Tier 1 academic or social behavior needs are there?	
	How is Tier 1 classroom implementation going?	
	What resources do we need?	
	What behavior support help do we need?	

Tier II

	How is Tier 2 implementation going?	
	What new behavior trends require reteaching? Educators Handbook Data	
	Do we need the lead from the leadership team Tier 2 subset to push into a teacher team meeting to discuss Tier 2 behavior needs?	

Tier III

	How is Tier 3 intervention plan implementation going?	
	What resources do we need from the intervention team?	
	Do we need the Tier 3 intervention team lead to push into a teacher team meeting to discuss Tier 3 behavior needs?	





Tier 1 Classroom Prevention Cycle

- *Welcome Students Daily
- *Clear and Consistent Classroom Expectations
- *Routines and Procedures
- *Efficient Transition Times
- *Active Supervision
- *Precise Directions and Positive Narrations
- *Stay in the Game Conversations
- *Teacher Managed Reinforcement/Correction System

Student Support Radio Calls

- *B1 - Walk/Proximity
- *B2 - Cover Class for Teacher to Take Student
- *B3 - Admin Takes the Student

SOAR Matrix
-Self-Control
-On-Task
-Achievement
-Respect

Problem Behavior Observed

Decide: Is this Office Managed Behavior?

Intervention 1:

- *[T1 Classroom Response Menu](#)
- *Collaborate with Grade Level Team
- *Contact Parent

Action 1:
 *Call Admin for Support
 *Report Incident in [Educator's Handbook](#)

Intervention 2:

- *Push in Process
- *[Restorative Conversation Script](#)
- *Contact Parent

Action 2:
 *Administrator Conferences with student and parent/guardian

Intervention 3:

- *Reteaching/Reflection Opportunities
- *[Reflection Sheet](#)
- *Contact Parent
- *[1st Report Incident in Educator's Handbook](#)

Action 3:
 *Alternative Discipline Consequences will be decided by Administrator and communicated to appropriate parties.

Intervention 4:

- *[2nd Report Incident in Educator's Handbook](#)
- *Contact Parent
- *Behavior Academy Notification

Teacher Managed (Minor)
 *Inappropriate Language
 *Physical Contact
 *Defiance/Non-Compliance
 *Disrespect
 *Disruption
 *Dress Code
 *Lying/Cheating
 *Technology Violation
 *Property Misuse
Consequences are Determined by Staff

Administrator Managed (Major)
 *Abusive/Sexual Language
 *Fighting
 *Discrimination
 *Physical Aggression
 *Defiance
 *Harassment/Intimidation
 *Inappropriate Display of Affection
 *Vandalism/Property Destruction
 *Truancy
 *Technology Violation
 *Chronic Dress Code
 *Theft
 *Repeated Behavior
 Academy Intervention Referrals
 *Weapons
Consequences are Determined by Administrators

Action 4:
 *Administrator documents and monitors alternative discipline action
 *If Major, [behavior contract](#) between student, parent, teacher, school counselor and admin required before student returns to class

Intervention 5:

- *[Student Intervention Team](#)
- *Admin, Education Team Consult

GWA Classroom

Self-Control

- Keep your hands and feet to yourself
- Use materials appropriately
- Use a quiet voice

On-Task

- Be on time
- Follow directions
- Listen attentively
- Be willing to participate and answer questions

Achievement

- Give your best effort
- Be prepared and ready to learn
- Do your personal best

Respect

- Treat others the way you want to be treated
- Use kind and appropriate words
- Help and share with others

Hallway

Self-Control

- Be aware of others
- Face forward in line
- Walk at all times

On-Task

- Listen to adult directions
- Be in the right place at the right time

Achievement

- Go directly to your destination
- Walk with a purpose

Respect

- Use a quiet voice
- Keep your hands and feet to yourself
- Respect other students and staff

Bathroom

Self-Control

- Walk at all times
- Keep your hands and feet to yourself
- Use a quiet voice
- Flush
- Wash your hands

On-Task

- Use facilities appropriately (water, soap, paper towel)

Achievement

- Quickly use the facilities to be able to return to class
- Use the bathroom only when necessary

Respect

- Keep the facilities clean
- Wait your turn
- Respect others' privacy

Lunchroom

Self-Control

- Walk at all times
- Stay seated with your feet on the floor
- Remain seated until teacher comes to the table
- Stand in line

On-Task

- Eat food carefully
- Throw away all trash and disposable trays
- Don't share food
- Listen to adult directions

Achievement

- Raise your hand for help
- Use food and drinks appropriately
- Leave your area clean or cleaner than before

Respect

- Use inside voice
- Keep hands and feet to self
- Use kind and appropriate words
- Respect other students and staff

Playground

Self-Control

- Keep your hands and feet to yourself
- Be aware of activities around you
- Listen for the whistle/bell to stop and line up

On-Task

- Follow rules
- Face forward in line
- Stay in line when walking in and out of building
- Listen to adult instructions

Achievement

- Line up quickly to be able to return to class
- Be a good friend
- Invite others to join in
- Show good sportsmanship

Respect

- Put trash in the garbage can
- Use all equipment properly
- Take turns
- Report problems to an adult

Library

Self-Control

- Use space safely
- Keep shelves neat
- Use your own space

On-Task

- Look at the teacher
- Ask questions for clarification
- Complete tasks

Achievement

- Meet reading goals
- Know how to choose a book
- Leave tables and shelves neat and tidy

Respect

- Turn in all books on time
- Use a quiet voice

P.E.

Self-Control

- Keep your hands and feet to yourself
- Be aware of others

On-Task

- Be on time
- Follow directions
- Listen attentively
- Be willing to participate and answer questions

Achievement

- Do your personal best
- Show good sportsmanship
- Be a team player

Respect

- Use equipment appropriately
- Appropriate language
- Respectful response to peers and teacher

Carpool

Self-Control

- Keep your hands and feet to yourself
- Walk at all times
- Wait patiently
- Be aware of others and activities around you

On-Task

- Exit building safely and quickly
- Stand behind the yellow line
- Actively look for carpool

Achievement

- Stand behind the yellow line
- watch for your car
- Keep items in your backpack: including cell phones, snacks, and cards/toys

Respect

- Appropriate language
- Respectfully responding to peers and teacher

Technology

Self-Control

- Use devices with clean hands
- Handle devices with care
- Only use technology as directed by the teacher

On-Task

- Attend to tasks on devices as assigned by the teacher
- Return devices to appropriate location after use

Achievement

- Be prepared to learn new technological activities/tasks
- Use device for academic purposes

Respect

- Use equipment properly
- Be on the correct website/program
- Charge the device when the battery is low