



LEAD Cameron Culture Manual 2022-2023

This manual is in its 14th iteration: 11 years + 3 pivots to effectively lead through a pandemic and back. Thank you to everyone who has contributed to this manual over the years. Good, better, best!

Table of Contents

[Foreword](#)

[Rationale](#)

[LEAD Cameron School Culture Systems Pyramid](#)

[School Wide Behavior System](#)

[Ethos Points & Merits](#)

[Reminders](#)

[Demerits](#)

[Referrals](#)

[Weekly Progress Reports](#)

[Top Point Earners](#)

[Silent Lunch](#)

[Culture Walkthroughs](#)

[Minute by Minute\(s\)](#)

[Crew Mountains](#)

[Attendance](#)

[Homework](#)



[Student Support Team](#)

[The Cameron Student Survey](#)

[Student Support Team Referral- Proactive Support](#)

[Contacting the SST for Responsive Support](#)

[Referring/Sending a Student to Reflect & Repair \(R&R\)](#)

[After the Student is Sent to R&R](#)

[Suspensions & Disciplinary Response](#)

[Phone Call Requirements](#)

[Devil in the Details Cheat Sheet for Teacher and Student Actions](#)

Foreword

The Cameron Culture Manual was originally modeled after similar documents used at high performing charter schools for which some of our founding teammates worked. The framework and much of the contents were crafted by our school's past and present leaders. Since LEAD began teaching Cameron students in 2011, this manual has changed. It has evolved with our school and is now in its most concise version, containing many links to other critical documents. A manual once inspired by the work being done at other schools is now inspired by us, the Cameron Team and Family, and the incredible work WE do day in and day out.

Please know that this manual, while lengthy, is not exhaustive. To obtain the clearest picture of what makes Cameron such a great place to teach and learn, you will need to also thoroughly read the: [Cameron Mission, Ethos, Values & Staff Manual](#), [Cameron Academic Manual](#), and [LEAD Cameron Student & Parent Handbook](#).

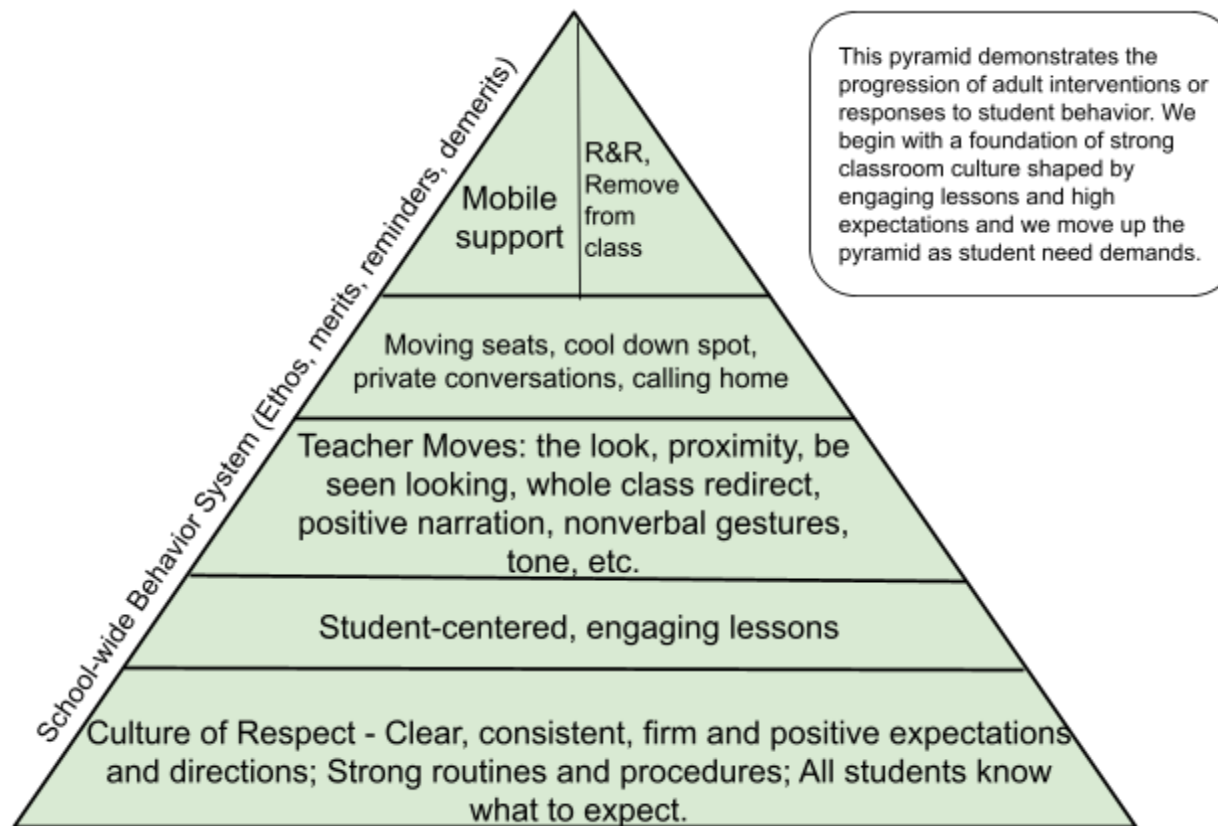
Program Rationale

Our cultural program exists to support students' academic development and is informed by our Ethos. We believe that by teaching our students to be committed, courageous, disciplined, self-reliant, and in service to others, while also providing a robust and rigorous academic experience, our students **will** be ready for college and life. To read more about our Ethos, including student and teacher examples, please read the examples within the [Cameron](#)



[Mission, Ethos, Values & Staff Manual](#). Our cultural program and Vision for Effective Teaching also go hand-in-hand: *Effective teaching at Cameron is developing a strong class culture that supports the needs of ALL students and employs data-driven, student-centered instruction which applies disciplinary habits and language.* A strong classroom culture maximizes student learning, and student learning nurtures a strong classroom culture.

LEAD Cameron School Culture Systems Pyramid





The likelihood of having to move up the response pyramid is largely determined by the implementation of the structures described in the three foundational levels. A teacher should never find themselves at the top of the pyramid without having executed the first four tiers and implementing the school-wide behavior system of merits and demerits consistently.

School Wide Behavior System

We value consistency in our school because it is the foundation of providing a safe and predictable environment for our students and staff. That is why the school wide behavior system is a consistent thread along the pyramid. Providing our students with positive and negative consequences requires a strong commitment to consistency. Your commitment to consistency and academic success is how your students will know that you care about their well being.

Let's take a minute to zoom in on the importance of addressing and redirecting behaviors that are not in line with the expectations:

- *If these behaviors go unchecked at any time for any reason, they become acceptable and undermine the system; this leads to confusion and inconsistencies, making the school environment less safe for our students and sets up our teammates to be less successful with students when attempting to redirect behaviors.*
- *Studies show that it is not the severity of the punishment that deters people from breaking rules, but the consistent application of consequences. It can't be, "If I do this, I might get caught." It must be, "If I do this, I know I will get consequence X." Sometimes this approach will take a very long time for students to understand.*
- *Sometimes we will find ways to work with students outside of this system by implementing a different behavior modification plan. However, when this happens, it is not the consistency of application of positive and negative consequences that changes, but rather the system itself.*
- *All staff members should issue demerits when students choose to break the rules regardless of when, where or how. It is our collective responsibility. Also, points have more value if students know that teachers notice their good choices regardless of where and when.¹*

Negative consequences and redirections should be provided using the following guidelines:

¹ Adapted from "Excel Academy Classroom Management, School Culture, and Student Character 2015-2016"



- Provide the rationale *first*. By giving students concrete reasoning for why we want them to alter their behavior or why that particular behavior is undesirable, we build understanding and create teachable moments instead of solely providing punishment.
- Assume positive intent. It is imperative that before we deliver these consequences, we lay out clear expectations for students and always name the behavior, as we never assume the student knows what they did wrong.
- Although students may have reactions, consequences should not come as a surprise because of the clear and explicit directions we are giving in advance. More about this technique, *The Art of the Consequence*, can be found in *Teach Like a Champion 2.0*.
- Example consequence: “Sam, the expectation is silence so that all students can focus on the assignment. You've earned a T, but I know you can get back on track.”

Now let's dive into the specifics of Cameron's behavior management system. You will read below about our use of a token economy to both collect data on our school culture as well as to support classroom and schoolwide behavior management. To truly be consistent, it is important that each of us be well versed in the high expectations we have of students, how we communicate those expectations, and how we hold ALL students accountable to them.

Ethos Points

Our Ethos are the following: Serve Others, Committed, Courageous, Self-Reliant and Disciplined. They correspond with our values: We always lift each other up, We persist with rigor and relationships, We embrace challenges, We always act as owners, and We always develop and grow. Students can earn +5 Panther Points for displaying behaviors that exemplify these Ethos. We want to encourage those behaviors to serve as examples for both the student and their peers. Our goal with awarding Ethos points (+5) is to recognize when students are going outside of the normal expectations, showing a commitment to our Ethos, and living out our values as a school. Providing rationale when issuing Ethos points helps to create a teachable moment for others, encouraging them to focus on replicating the behavior instead of just earning the points. We never reward Ethos points to students who ask for the points. The goal is for students to exemplify the Ethos and earn recognition, not to “pay” them for doing good deeds.

Norms for issuing Ethos Points (+5):

- Must always include a note in DeansList so the student and family know the behavior that earned the Ethos Points



- Never given to a whole class (even during testing)
- Never given when requested by student
- Never to be given in excess. Ex: all 5 ethos, or one of them multiple times
- Not to be used to bump progress reports for jeans qualification
- Not to be used as payment for daily jobs (weekly is fine)
- Not to be given for meeting baseline expectations
- Great for acknowledging hard work and/or an improvement in behavior

Please review the table of student examples in the [Cameron Mission, Ethos, Values & Staff Manual](#) for examples of when we could acknowledge a student for living out our Ethos.

Merits

Our students work hard each and every day. It is important that we recognize and encourage those positive behaviors so that we can reinforce the productive behaviors the students are learning & demonstrating. Our goal is to constantly build our students up to be the best people they can be. Though it is important to point out the behavior that is holding a student back, it is more important to acknowledge the behaviors that are pushing our students forward. Along those lines, we want to encourage the positive habits students are displaying. For those reinforcers, students can earn merits (+1 & +3) that encourage the behavior. Here is when/how a teacher may issue these:

- Paired with positive narration- Given to one student, or one student at a time, to build momentum
- Given to a group of students for a particular achievement
- Given to a whole class for accomplishing a great feat (ie 100% of Crew has progress reports AND report cards signed).

The following table provides a non-exhaustive list of behaviors that may earn various merits as well as anything notable about particular merits.



Type of Merit	Examples	Notes
Excellent Academic Behavior (+3)	<ul style="list-style-type: none"> ● Asking questions ● Giving, accepting, or applying feedback ● Great collaboration with partner/group 	<ul style="list-style-type: none"> ● Used to highlight academic habits
Bounce Back (+1)	<ul style="list-style-type: none"> ● “Great job bouncing back and getting on task with your turn and talk partner” 	<ul style="list-style-type: none"> ● A student who was previously not meeting expectations has turned it around
Modeling Expectations (+1)	<ul style="list-style-type: none"> ● Meeting expectations as clearly stated <ul style="list-style-type: none"> ○ Ex: “Sarah is modeling expectations, holding her pen as she reads to make margin notes.” 	<ul style="list-style-type: none"> ● Easiest to issue when positively narrating.
Positive Attitude (+1)	<ul style="list-style-type: none"> ● Warmly greets teacher and others ● Brings joy to classroom 	<ul style="list-style-type: none"> ● Can be used anytime a student is positively contributing to the environment- being kind, polite, gracious, etc.
Ready to Learn (+1)	<ul style="list-style-type: none"> ● Has all materials ready to go ● Body language communicates they are engaged 	<ul style="list-style-type: none"> ● Great momentum building merit that likely best fits at the beginning of a class or during a transition from one task to another

Reminders

Reminders refer to the response to actions that distract from or deter the learning process. These actions do not necessarily make learning or continuing the lesson impossible for the student or the class, but they are behaviors that we want students to curb or replace



with more productive actions. We want to be consistent with our expectations and consequences, so reminders are not warnings, they are *reminders* about how to have positive habits in the classroom.

One example of a reminder is when the teacher has instructed the class to be silent when completing the exit ticket and a student starts reading the exit ticket questions aloud and makes audible reaction noises. A teacher could respond with, “Yes, this exit ticket is a tough one, that’s why we all need to be silent right now to focus. This is your reminder that you should not be talking right now. Level 0.”

Here, the teacher creates a learning opportunity by providing rationale to the student before issuing the consequence. The student is able to see how his/her action has a direct effect on learning in the classroom, and the teacher has given the student a more preferred, replacement behavior for the calling out.

Below you will find a list of our four categories of reminders as well as examples of each. This list of examples is not exhaustive, but it is meant to give a sense of what actions would fall under these categories.



Reminder	Examples
Talking (-1)	<ul style="list-style-type: none"> ● Talking out of turn ● Inappropriate volume
Off Task (-1)	<ul style="list-style-type: none"> ● Reading a book instead of focusing on lesson ● Drawing on paper ● Falling asleep ● Combing/Braiding Hair in class ● Putting on Makeup in class ● Writing on your body or clothes ● On wrong (but appropriate) website during class ● Off task conversations in work groups
Disruptive (-1)	<ul style="list-style-type: none"> ● Kicking the table or chair (non-aggressively) ● Making any unnecessary noises in class or at whole school events ● Pencil tapping, drumming, singing/rapping in class ● Slamming book or door ● Phone rings in class ● Sound effects on computer turned up on purpose
Wearing Hood/Unapproved Jacket (-1)	<ul style="list-style-type: none"> ● Outerwear does not meet school expectations ● Wearing hood on head/neck inside the building <p>*These reminders should not be issued to students when they've just entered the school building. Each school must have a cut off time or zone for when hoods and unapproved outerwear are very clearly not allowed. Examples: No hoods once you're through the vestibule, no unapproved outerwear once you're seated in first period until it's time to dismiss EOD.</p>

Demerits



Demerits are used in times when students are clear on the expectations and are choosing not to follow them. Here, it is vital that teachers provide rationale for why a demerit is given. The delivery of the demerit must always include the type of demerit earned. This offers students an opportunity to change or make a better choice and not just receive the consequence. It also will communicate to the student whether he or she automatically serves silent lunch for the behavior.

All -5 demerits automatically trigger silent lunch for the student. It is appropriate for these behaviors to automatically warrant a high level consequence because they are more immediately harmful to the culture of the school. An accumulation of any three -3 demerits in the course of the culture week triggers the silent lunch consequence. While not immediately detrimental to the school, if behaviors that earn -3 demerits persist or go unchecked, they can absolutely erode the culture of a school because not holding students accountable for these behaviors creates an environment in which expectations are unclear and inconsistent.

Type of Demerit	Examples	Notes
Dress Code (-3)	<ul style="list-style-type: none"> ● Not in uniform pants ● Wearing a hot pink shirt ● Wearing a shirt without a collar ● Wearing slides or slippers 	<ul style="list-style-type: none"> ● Not given for hoods or outerwear that can easily be removed ● If there is a dress code violation that can easily be fixed by removing it, it can be categorized as a Wearing Hood/Unapproved Jacket (-1). Example- wearing a paisley bandana or a marijuana shaped necklace, both of which can simply be put in a student's backpack and taken home
Out of Area (-3)	<ul style="list-style-type: none"> ● In stairwell or hallway when supposed to be in the cafeteria/gym ● Leave line/classroom doorway to greet a best friend or teacher across the hall ● Walking around classroom without permission 	<ul style="list-style-type: none"> ● Should be issued by any staff member who finds a student in a location where they are not supposed to be. The exception is if the student is trying to skip class, which earns them a different demerit



	<ul style="list-style-type: none"> Using a bathroom assigned to a different grade level 	
Late to Class (-3)	<ul style="list-style-type: none"> Enters classroom after the bell rings 	<ul style="list-style-type: none"> Should be issued by receiving teacher, not an administrator supporting the transition
Unprofessional Behavior (-3)	<ul style="list-style-type: none"> Eating in class during instructional time Horseplaying Failure to turn in Progress Report or other signed form Inappropriate use of school materials, including technology (ex: on explicit website) Public display of affection Seeking a different answer (one teacher says no, you ask another teacher) 	<ul style="list-style-type: none"> Facial expressions are not examples of unprofessional behavior. They are physical emotional responses that are appropriate to give feedback on, but not appropriate to consequence.
Cell Phone (-3)	<ul style="list-style-type: none"> Using cell phone Having cell phone out without permission 	<ul style="list-style-type: none"> At no time is it appropriate for students at any age to be using their cell phone while a teacher is teaching. Students should not be using their cell phones in the hallways during transitions to class. This is a safety hazard and causes students to be late to class. Each school will have their own policies related to cell phone confiscation and increased consequences related to inappropriate cell phone usage.
Academic Dishonesty (-5)	<ul style="list-style-type: none"> Copying or cheating Trying to change grades Plagiarism 	<ul style="list-style-type: none"> Can be used for violating a school's Honor Code



	<ul style="list-style-type: none"> • Not contributing to a group project 	
Disrespect (-5)	<ul style="list-style-type: none"> • Writing on school property or sticking/spitting gum not in trash can • Calling someone a negative name • Pushing/kicking/hitting someone with intention to harm • Using profanity directed at others • Refusing to follow a specific direction • Walking away from a staff member who is trying to talk with him/her (This does NOT include refusal to greet or respond to a greeting) 	<ul style="list-style-type: none"> • Facial expressions are not examples of disrespectful behavior. They are physical emotional responses that are appropriate to give feedback on, but not appropriate to consequence. • Purpose over power is critical. If we use the word disrespect, we must be sure that the behavior is actually disrespectful. • See table below that outlines how to determine if a Disrespect demerit is warranted.
Skipping Class (-5)	<ul style="list-style-type: none"> • Hiding in bathroom • Lied to Student Support Coordinator about being sent to R&R to avoid class 	<ul style="list-style-type: none"> • To be issued when a student is intentionally missing instruction. For example, if a student is 3 minutes late to class and says they had to run to give a friend her folder, that student should receive a Late to Class (-3) <i>not</i> a skipping class (-5)

Questions to ask yourself when considering whether a behavior qualifies for a Disrespect demerit	Behaviors that definitely earn Disrespect demerits
<ul style="list-style-type: none"> • Is someone uncomfortable or emotionally/physically hurt by what happened? • Did it feel intentionally “mean” or “unkind”? • Was it a violation of our health safety expectations?* 	<ul style="list-style-type: none"> • Calling someone a negative name • Pushing/kicking/hitting someone with intention to harm • Using profanity directed at others • Refusing to follow a specific direction



- Was it a clear act of defiance?

If the answer to **any** of these questions is “yes” then you should issue a Disrespect demerit.

- Applies to repeat misbehaviors ONLY IF they are very disruptive to the learning environment
- Walking away from a staff member who is trying to talk with them (Does NOT include greetings)
- Intentionally damaging school property- vandalism, slamming computer on desk, etc.

Referrals

Referrals are used to request additional support for students. Each referral category is sent to the most appropriate audience based on the type of support needed. Designated recipients of each referral category will receive the referral as a message in Slack or as an email (depending on referral type). However, the only step teachers need to take with writing the referral is putting it in DeansList, which will automatically send it to the correct audience via Slack. Teachers can expect a direct message from the person responding to their submitted referral, letting them know it’s been received and someone is supporting.

Members of the Student Support Team and other school administrators have the ability to edit referrals and add details about the outcome of each referral in DeansList. Any teacher who is able to record data for a student in DeansList will be able to see that student’s active referrals on their DeansList dashboard and will be able to later view the action taken for each student.

Expectations for referrals and a non-exhaustive list of example behaviors that could lead to each type of referral are outlined below. Please note that any mention of “Student Support Team” or “SST” is to be read as inclusive of the full *team*- Principal, Assistant Principal of Students, Dean of Culture, School Counselors, Student Support Coordinators.

*For returning staff members: DeansList referrals are to be used when requesting mobile support and communicating other student movements. Many of these will take the place of messages we have sent via GroupMe.

General expectations for all referrals:

- The details of the referral must contain 2 key pieces of information:
 - Your exact location (Use room # OR primary classroom teacher’s name depending on the norm at your school)



- A brief, objective description of what is happening containing only that student's name.
 - Example: In Ms. Mulgrew's classroom. Joseph has earned multiple demerits for disrupting instruction by pretending to have the hiccups each time I start talking to the class.
 - Non Example: In Ms. Mulgrew's classroom. Joseph is annoying everyone and keeps pretending to have the hiccups when I talk. Michael is about to snap. Come get Joseph.
 - Helpful tip- These can be edited later and you can expect SST members and admin to ask you to make edits as needed.
- Teachers can expect to almost always be assigned a "follow up" after submitting a referral for a student. This is the way SST and administrators will communicate with teaching staff about reminders to call home, recommendations for when to have a restorative conversation, etc.

Referral category	Recipients	Examples	Expectations for this referral category
Counseling referral	School Counseling team	A student... <ul style="list-style-type: none"> ● Has a change in behavior that seems off ● Is always falling asleep in class ● Often shows up to school disheveled ● Has questions about high school/college options ● Expressed interest in talking with a counselor 	<ul style="list-style-type: none"> ● Contents of the referral should only contain as much detail as necessary for the counselor to get the gist of the need. If a thorough explanation is needed, that should be done in person or over the phone. ● Referrals should be written objectively.
Crisis behavior/ physical fight	<ul style="list-style-type: none"> ● Student Support Team ● All Leadership 	<ul style="list-style-type: none"> ● Fight/ Near Fight ● Threats to go find someone in order to harm them ● Threats to leave the building ● Repeatedly stabbing arm with 	<ul style="list-style-type: none"> ● Sending a referral may not be the best first move depending on the situation. Use your judgment. You may want to make a phone call, send a student to get a staff member, call into the hallway, etc.



	<p>Team members</p>	<p>pen/pencil; Any self-harming behaviors</p> <ul style="list-style-type: none"> ● Punching lockers, walls, etc. ● Silent crying, unresponsive to teacher or classmates 	<ul style="list-style-type: none"> ● For fights, near fights, or threats to fight- be sure to enter a Disrespect demerit when you get a moment. The demerit is where you will include more detailed notes about the incident. ● The referral should be concise. The goal is to get people to your location.. Stat!
<p>Disrupting instruction</p>	<ul style="list-style-type: none"> ● Student Support Team ● Instructional Leadership Team 	<ul style="list-style-type: none"> ● Throwing objects around the room ● Defiance not deterred by teacher moves, reminders, demerits, individual conversation, etc. ● Persistent talking or noise making that prevents others from learning ● Any time a student’s behavior is preventing others from learning 	<ul style="list-style-type: none"> ● Detailed notes should be entered with demerits that correspond with the behaviors. The referral is just the place to seek help with a concise set of details for the recipients to use to inform next steps. ● Making this referral without having set the foundational levels of the pyramid or exercised the behavior system of reminders, merits, demerits, will quickly erode your relationship with this student and will remove you from a position of power ● The Student Support Team will determine next steps for the student. Their priority will always be to return the student to an instructional space as soon as possible. Therefore, if based on the context, you feel it not appropriate for the child to return to your classroom on that day, you must note that in the referral. ● Frustrating behaviors that do NOT qualify for this type of referral: <ul style="list-style-type: none"> ○ Sleeping in class



			<ul style="list-style-type: none"> ○ Not putting forth effort on classwork ○ Seems “down” or “upset” ○ Easily distracted, having hard time staying on task ○ Repeatedly asking to use the bathroom, go to the nurse, etc.
Eloping	<ul style="list-style-type: none"> ● Student Support Team ● Instructional Leadership Team ● Operations-Director, Associate, Front office 	<ul style="list-style-type: none"> ● A student leaves the space without permission and continues to walk away when being called after. 	<ul style="list-style-type: none"> ● May or may not have a demerit associated with the event. This will be determined based on an investigation led by the Student Support Team and an SST member may assign a follow up to the referring teacher.
Investigation	<ul style="list-style-type: none"> ● Student Support Team ● Teachers 	A student witnessed or experienced something that requires further investigation- an interview, an incident report, etc.	<ul style="list-style-type: none"> ● These messages can be sent to and from both SST and teachers. ● This referral should not be made each time a student says, “I need to go talk to ____ (insert SSC name). Instead, the teacher should confirm that the student needs to report something before sending them to R&R to speak with an adult.
Mobile support requested	<ul style="list-style-type: none"> ● Student Support 	<ul style="list-style-type: none"> ● You need to speak with a student in the hallway and need 	<ul style="list-style-type: none"> ● If someone is available, they will respond, “On the way” or “be right there.”



	Team	<p>someone to supervise your class</p> <ul style="list-style-type: none"> You want to call a parent and need someone to supervise your class You believe a student is trying to avoid work/escape class by being sent out and you want help keeping the student in class. You think a student's behavior could become disruptive if not curbed now 	<ul style="list-style-type: none"> If nobody is available, one of two things will happen: 1. There will be no response. 2. You may get a message saying something like, "Tied up" or "Can't be there for another 20 minutes" Teacher enters the demerit and comments in DeansList as usual. This should be done as soon as possible and prior to lunch if in the morning. Demerits and comments can be copy/pasted from Slack. Mobile Support outcomes vary- a member of the mobile support team may step in to cover so you can speak to the student, sit with the student, give the student a pep talk, facilitate a repair between you and the student, or take the student to R &R
Planned breaks	<ul style="list-style-type: none"> ExEd. Team Student Support Team 	<ul style="list-style-type: none"> Student has written in their IEP that they have one 5 minute break in the morning and one in the afternoon. Stated in student's BIP that they can earn a 10 minute break at the end of 5th period 	<ul style="list-style-type: none"> Only students with formalized, documented plans are eligible for this referral category. (IEP, BIP, S-Team) Your DoC will communicate this small list of eligible students to the staff at the beginning of the year. This list may change as plans for students change. This is not to be used for students who have a lot of energy (unless they have a formally documented plan).
Sent from silent	<ul style="list-style-type: none"> Student 	<ul style="list-style-type: none"> Not meeting expectations in 	<ul style="list-style-type: none"> Only used by the leader(s) of silent lunch



lunch	Support Coordinator s • APS/DoC	silent lunch to the extent that the leader of silent lunch cannot maintain control of the space with them present	
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Weekly Progress Reports

Our students are still learning and growing. To help provide them with a concrete way to understand their behaviors, Cameron has implemented a scorecard system. The systems works as follows:

1. On Monday, every student starts with 100 Panther Points.
2. Students earn points embodying our ethos (+5), demonstrating excellent academic behavior (+3), a positive attitude (+1), etc.
3. Students have points deducted when making negative choices: reminders & demerits ranging from -1 (talking out of turn) and -3 (being late to class) to -5 (disrespectful actions, academic dishonesty, skipping class).
4. Teachers will record the earning or deduction of points objectively in DeansList. For example, this is how you should explain a Disrespect demerit in DeansList: "When the class was working at a level 0, Jake said 'shut up!' to another student. (Disrespect)". The counterexample to this, which you would NOT do, is the following: "Jake was rude when the class was working silently by yelling out 'shut up!'" In this case, the use of "rude" is inappropriate. A good rule of thumb is to avoid adjectives.
5. Students are able to use points for schoolwide competitions, visiting the Cameron store, raffles, earning privileges, etc. Teachers and grade levels may brainstorm additional ways to use points.
6. Progress Reports from the previous week go home every Tuesday and they are to be signed by their guardian and shown to the homeroom teacher the following day. Failure to return a signed scorecard will result in an unprofessional demerit (-3).



Top Point Earners

We believe it is important to recognize our students who go above and beyond for their education and for their school community. Students are issued positive and negative points throughout the week based on behaviors they exhibit. Those who meet all school expectations and are demonstrating our Ethos are issued merits throughout the week by teachers and staff. These students are our highest point earners in the school and we celebrate them in the following ways:

- **Weekly Free Dress:** Each Friday, the top two point earners in each homeroom will be announced and will be given a free dress pass for the following week. If there are more than 2 students who qualify because their points are tied, all students who qualify will be granted free dress. Any repeat winners within a quarter will get free dress but will not occupy one of those top two spots, so the next highest will also get free dress.

Silent Lunch

A student who earns a single demerit with a -5 (skipping class, academic dishonesty, or disrespect) or a total of 3 other demerits in one week's time, will serve silent lunch during lunch and recess. The accumulated "other" demerits can be a blend of any of the -3 demerits types. So a student who earns 2 Out of Areas and 1 Using Cell Phone in a 1 week time period will earn a silent lunch. This is a negative consequence for negative student behavior. During silent lunch, students are not allowed to communicate, even silently. This includes the sharing of food or materials. All communications go through the adult and are communicated with a silently raised hand. Students spend this time productively- they must do their homework or be reading when they are not eating. No computers are allowed. Different from other settings where talking or being off task warrants a T or OT, if a student violates the rules of silent lunch, it is an automatic Unprofessional demerit, triggering a -3, but not another day in silent lunch. Failure to meet silent lunch expectations could result in a referral to R&R. See additional information in the silent lunch MBM (link coming soon).

Silent Lunch Details:

- It is a negative consequence for negative behavior



- Students are silent the full time
- If talking, students earn UP demerit- not another day in silent lunch
- Takes place in _(TBD)_ classroom for 78 & the auditorium for 56
- Cohorts will be seated in the same zones of auditorium each day
- Expectation is that students are eating, have time to use the bathroom, and if they have a personal book to read they may
- Students will be allowed to stand/stretch if meeting all expectations and if able to do so respectfully
- Students will not be wearing a mask unless leaving to use the bathroom (if masks are required)

Culture Walkthroughs

At Cameron, we ensure adherence to and norming around our schoolwide values and expectations for staff and students by completing several rounds of walkthroughs over the course of the school year. We focus on classroom and schoolwide culture because we know how critical a strong classroom/school culture is to academic success. Below is a description of each type of culture-focused walkthrough in a typical year, including what is being observed and with what frequency. For a more detailed look at all Cameron walkthroughs, please see the [Walkthrough Master Plan](#).

- **Base Camp** occurs at the beginning of quarters one and three and serves several purposes. Primarily, Base Camp is an opportunity to develop consistency across all classrooms at Cameron. Coaches and Leadership Team members visit each classroom at least once a day and provide feedback and coaching on the core techniques of What to Do directions, Strong Voice, Positive Framing, and 100%. Base Camp is also a chance for coaches to norm on providing feedback.
- **School-Wide Systems Walkthroughs** are completed by Leadership Team members and coaches each quarter. The purpose of School-Wide Systems Walkthroughs is to ensure the fidelity of implementation with our systems and determine areas of needed support. Systems such as arrival, class/lunch transitions, and dismissal will be reviewed on a rotating basis determined by emerging trends.
- **Classroom Environment Walkthroughs** are completed once a quarter to help the Deans of Culture support Grade Level Teams with team-wide consistency, which we believe extends to school-wide consistency creating a safer, more predictable and equitable learning environment for our students. In addition to a physical classroom walkthrough, each teacher will have the opportunity to do an individual DeansList data dive to determine whether the information recorded in DeansList is an accurate



reflection of the culture of their classroom and whether or not that data is in line with school-wide culture goals.

Minute by Minute(s)

In order to maintain consistency, it is important that all adults are on the same page. A minute by minute (MbM) is a detailed account of exactly who is doing what and where...down to the minute. We use MbMs for many things including transitions, community gatherings, field trips, and dances. Most MbM plans will be shared with staff in the CNotes (see more about this expectation in the [Cameron Mission, Ethos, Values & Staff Manual](#)) and it is a professional expectation that you have read through them and know any responsibilities you may have been delegated via the "MbM." Find the critical and continuous MbMs for arrival, lunch, and dismissal linked below. The arrival MbM for Day 1 of school will be different and you typically receive during school-based LEAD U.

1. Arrival and Homeroom
2. Bathrooms
3. [Lunch & Recess/Silent Lunch](#)
4. Grade level transitions (5th/6th) (7th/8th) (GLCs)
5. Announcements and Dismissal

Crew Mountains

Crew is a meeting time that happens each week during which students participate in lessons created by the school counselors that are geared toward students' personal/social development.

- Read the [Crew Overview & Logistics 2022-2023](#) doc for specific details about how Crew will work.
- You can find all things Crew-related in our [CREW folder](#) within CamTeams.



Attendance

It is important that our students come to school each and every day. Every staff member plays an important role in motivating students to come to school. The Cameron attendance team regularly tracks and disaggregates our attendance data in order to identify students who are truant and/or chronically absent, as well as those with excellent and/or improving attendance. Ms. Deborah and Jordan Cooper track our daily attendance in the main office. The attendance team follows up with official communications to families regarding the academic and legal ramifications of students not attending school and creates individualized attendance improvement plans. Ideally this is done with the student and family. Please review the attendance procedures below.

Attendance Taking Procedures:

- Attendance is only documented in Infinite Campus.
- Homeroom teachers will take attendance by 8:00 am.
- After 8:00 am a student is tardy and will receive a tardy slip from the front office. The student will give their tardy slip to their teacher (the tardy slip does not need to be kept by the teacher). Ms. Deborah will update tardy student attendance.
- At the beginning of each class teachers will check their class attendance and make any necessary changes.
- If a student gives you an excuse note for an absence please bring it to the front office and give it to Ms. Deborah. Students may also be sent, with a note, to the office to turn in their excuse note.
 - Ms. Deborah will enter all excused absences for a week on Thursday mornings.
- If a student is needed for early dismissal, Ms. Deborah or Ms. Randa will message the grade-level. Teachers should respond when a student is on their way to the office for early dismissal. Ms. Deborah will document the early dismissal with the appropriate time.
- DeansList will automatically record a -5 for a student absence and a -1 for being tardy to school.
- When a student returns to school after being absent, acknowledge that they were absent and encourage them to come to school regularly. Students need to know that we notice when they are gone.

The [LEAD Progressive Attendance Intervention Strategy Process](#) gives more detailed information about our attendance policy and procedures.



Homework

Homework assignments are planned practice opportunities that support our students' understanding of class content. Additionally, the responsibility of completing and returning homework requires the demonstration of three of our five Ethos: Discipline, Commitment, and Self-reliance. We give homework not just for the extra exposure to content, but also because it reinforces skills needed to succeed in college and in life- skills that are an essential component of a comprehensive middle school curriculum.

Below outlines the process for holding students accountable to their homework:

- Every subject teacher will check homework during their classes using the "Homework," marking "complete," "incomplete," or "missing." Students who have completed their homework will earn +1 in DeansList.
- Students must be held accountable to homework apart from teacher input in DeansList. Grades and parent phone calls are two suggestions. Teachers are encouraged, but not required, to create a space where students can eat lunch and complete any missing work, study, or ask for help on assignments. This can double as a productive and safe space for students who prefer not to attend recess.
- Students have until the end of the quarter to complete and turn in missing assignments.

Student Support Team

All staff at Cameron are in some way a part of the student support team (SST). Our goal is to collaboratively design and implement a system that provides for student needs while also protecting the rights of each student to receive an excellent education. The members of this team collaborate throughout the year to proactively equip our students with appropriate support. The student support team consists of:

- **Principal:** Sets cultural mission and vision and helps manage and implement vision across the school. Crafts data-driven outcome goals for the academic year.
- **Deans of Culture:** Manages the implementation and maintenance of school culture initiatives designed to support the achievement of the school's outcome goals. Manages student support team and collaborates with GLCs and teachers to ensure that school cultural practices drive student growth and achievement. Tracks progress toward outcome goals using quantitative and qualitative data and delivers progress data and feedback to staff regularly.



- **Student Support Coordinators:** Enforce the maintenance of high cultural expectations to protect the learning environment for ALL students. Coach students and families through their navigation of our school behavioral systems. Facilitate restorative conversations between students and teachers. Analyze student behavior data and plan responsive services accordingly. Anticipate student behavior needs and proactively address them. Teach students various skills to manage emotions, impulses, and behaviors.
- **Counselors:** Promote and enhance student achievement through the delivery of short term and long term interventions tied to standards in academic, career, and personal/social development.
- **GLCs:** Facilitate grade level culture systems. Advocate for student and teacher supports at their grade level.
- **Teachers and Staff:** Enforce school wide behavior systems by maintaining high and consistent expectations for ALL students ALL the time. Reach out directly to SST members or Deans of Culture with questions about consequences and interventions.

To learn more specifics about how the Cameron Student Support Team supports the LEAD Cameron mission, read the [“SST Day in the Life.”](#)

As a Student Support Team, our goal is to be proactive in addressing student needs whenever possible. Therefore, the subsections in this Student Support Team section detail facets of our program beginning with the most preventative in nature, and ending with facets of our programming that are more responsive in nature. The following sections outline key processes housed under SST.

The Cameron Student Survey

We survey our students two times a year, once in fall and once in spring, to get their perspective of our school culture and to assess their individual student needs. The student survey is taken in two parts, both administered using Google Forms linked on school counselor Clever pages. Every student takes part one, which pertains to school culture and asks questions that are also asked of staff members on the Insight Survey. Some families may elect to opt out of part two, which surveys more personal student needs. The data from the Cameron Student Survey is confidential, but trends and conclusions are shared with the staff and other stakeholders. This data informs interventions run by the Student Support Team.

Student Support Team Referral/Consult - Proactive Support

As teachers develop strong classroom cultures and forge relationships with their students, it may become clear that some students require additional, non-academic support to experience success in the classroom. In these instances, teachers can refer a student to a



member of the student support team. An SST referral is best done in person with a digital follow up, but may also be done via DeansList (NOT Slack). Please refer to the “Referral” section of this document for more details.

The following are examples of times when a teacher may want to consult with an SST member or refer a student:

- A student is consistently struggling in your class and you need a thought partner on how to redirect
- A student has a personal or home problem and has requested to talk to a SST member
- There are concerns about a student’s social interactions with other peers
- A report to the Department of Children’s Services is required

If you suspect a student’s personal safety is in question, and you suspect that there may be a form of neglect or abuse, it is your legal responsibility to make a report to the necessary party, whether that is the parent or DCS: 1-877-237-0004 or online at <https://apps.tn.gov/carat/>.

- As staff members of a school we are **legally mandated reporters** and must report suspected abuse or neglect
- If you need help making the report please contact a counselor or a Dean of Culture for support.
- If you suspect a student is having self-harming thoughts or behaviors, immediately notify a counselor directly. Never do this in Slack or in a group setting.

Referring a student to a school counselor:

- For a referral that is *not an emergency* and where you believe the student to be safe, create a referral in DeansList. This will generate a direct email to the school counselor for that student.
 - Provide only very basic information for the school counselor to address the referral and potentially follow up in person if more information is needed.
 - The link to the Counseling Website can also be found in all school counselor’s email signatures and as a tile on Clever.
- If you have a more *immediate student concern* where you believe the student’s safety to be at risk, text and/or call one of the Cameron School Counselors. In the event that you do not hear back from the counseling team within 24 hours, text and/or call one of the Deans of Culture. Remember that all staff contact information can be found in our [2022-2023 Staff Directory](#).
 - 5th/6th grade counselor - Cheyenne Marbury
 - 7th/8th grade counselor - Stephanie Shockley
 - NCA/5th-8th Counselor -



- Dean of Culture - Ebony Freeman
- Dean of Culture - Courtney Proffit

Other proactive supports implemented by school counselors (non-exhaustive list):

- Individual counseling
- Small group counseling
- Check in-Check out
- Classroom Guidance Lessons (When requested by teacher and approved by instructional coaches)

Contacting the SST for Responsive Support

While the Student Support Team plans proactive measures to safeguard the learning environment at Cameron, the work of the SST tends to be largely responsive in nature. SST members are there to help in the moment when a teacher has exhausted all the in class “moves” and interventions but a student is still disrupting or creating an unsafe learning environment. When the student and teacher have reached the top of the pyramid, it may be time to bring in additional support, either by requesting mobile support or sending a student to Reflect and Repair (R&R) through DeansList .

Requesting Mobile Support:

Cameron will not tolerate the persistent disruption of academic time. We are consistent and have clear expectations. We have clearly defined positive and negative consequences. We have developed consistent structures across classrooms and within the school. We designed ways to increase student investment and family involvement. However, in the case that a student is sufficiently disruptive and the teacher has tried appropriate strategies, the teacher should utilize mobile support to request another staff member to the class/area. Please refer to the “Referral” section of this document for more details.

- If an SST Member is not responding and it is a case where a student needs immediate removal from the classroom, call a designated SST member for your grade level or one of the Deans of Culture.
- Required action: If a student is removed or causing repeated disruptions, the teacher must call home at some point that day. If an SST member removes a student for an egregious issue, a phone call home is necessary.



- If a mobile support request is made, and there is no response, that is because everyone receiving the message is currently busy. In this case, if the student continues to disrupt the lesson, please make a referral in DeansList for “disrupting instruction” & send to R&R.

Referring/Sending a Student to Reflect & Repair (R&R)

Sending students out of your class should be the last resort because students cannot learn your content if they are not in your class. Additionally, it can be seen as undermining your authority or ability to control the class. On the other hand, letting certain behaviors slide can undermine class and school culture. If students are disruptive to the point that it inhibits the ability of others to learn, teachers may send that student to Reflect & Repair (R&R). **Teachers should request an escort when using this option, but may have a student stand right outside the classroom if the behavior is egregious enough, unless doing so could pose a risk to the student or others.**

How to refer a student to R&R:

- Teacher initiates a Referral in DeansList:
 - Student Name
 - Referral Category (why student is sent out)
 - Location student is coming from
 - Details (demerit issued, escort requested, etc)
 - If you want the student to return to class or stay in R&R until the next period (Last resort)
 - Teacher enters the demerit and comments in DeansList within 10 minutes- This is critical because a Student Support Coordinator will be determining the most appropriate response using the student’s behavior data. The SSC may be contacting the student’s guardian and would need to refer to your DeansList comments to inform the conversation.
- Anytime a student is sent out of class, the teacher **must** call home some time that day. SSCs cannot accurately convey what happened in class as they were not present, so the teacher phone call is crucial. In cases where a member of SST does call home, the teacher will see it noted in DeansList, but should still make contact with the family (the SST member will tell the parent you will be following up). The teacher must also have a repair conversation with the student as soon as possible and as is appropriate. Both this and the phone call should be logged. This means that sending a student to R&R results in three behaviors on that student’s progress report from the same staff member: note or demerit detailing why they were sent to R&R, phone call, repair



conversation. A member of SST may send the staff member a “follow-up” on DeansList to serve as a digital reminder to close that loop.

The following are examples where teachers SHOULD refer a student to R&R:

- Gross disrespect to any member of the class or teacher including threats (empty or otherwise)
- Disrespectful profanity (intentional, directed toward another person)
- Two students are engaged in a conflict that requires immediate resolution
- Teacher has worked through the pyramid, there is disrespectful behavior that is impeding learning of others
- Significant disruption to the point it prevents the teacher from continuing the lesson
- Safety issues (persistent roughhousing, assault, unwanted touching, weapon etc.)

Additionally, know that a person responding to a mobile support request may decide to take students to R&R based on behavior and response to repair conversations with adults and/or peers.

Below are examples of frustrating behaviors that do NOT warrant R&R, along with suggested responses. They have been included because the parameters for sending students to R&R have evolved over time. Some are good opportunities to contact a school counselor, email the Student Support Team, or request mobile support.

- Sleeping in class
 - Give an unprofessional demerit if behavior continues after a redirect; call home
 - If there is a pattern of this, make a referral to the school counselor
- Non egregious uniform offenses- ie wearing shorts or a skirt that’s too short
 - Give a dress code demerit and allow the student to call home from teacher’s cell phone first thing in the morning to see if someone can bring appropriate attire. If no one can come, the student will remain in class and the teacher should continue to call home that day to inform families of the violation. Uniform offenses may be handled differently by SST if it becomes a pattern.
- Silent refusal to complete classwork
 - If the student is only sabotaging his own learning, AND you’ve exhausted all of your teacher moves, detail this in DeansList and call home ASAP. This can be a very powerful conversation between teachers and families, because you are



communicating the importance of their child's learning. Sending a student to R&R in this case only ensures that they will not be learning the class material.

- If the student's behavior is negatively affecting others' engagement, send him to R&R. If you think he's trying to avoid schoolwork and his behavior is affecting others' engagement, request mobile support.
- Late to class or skipping
 - Issue the appropriate demerit (OA, Late to class, or skipping) with notes in DeansList. SST will follow up with the student later. Sending a student to R&R for skipping is giving her the escape from academics she was seeking.
 - The exception to this is if you are told by other students that the tardy/skipping student has been engaging in unsafe or inappropriate behaviors while not in class (disrupting other classes, meeting a boy/girlfriend, graffiti, etc.)
 - Do not send a student out of the class for a pass if he/she does not have one.
- Struggling to focus during a test
 - R&R is not a conducive testing environment as it is where all the students who were disrupting class have been sent. You can consider reaching out to the media specialist, administrative staff, or teachers on prep to see if there is a better space, but note that this is a practice for which the student will need to build capacity. Unless he receives special testing accommodations, this student will need to focus on assessments (including state tests) in the general classroom setting for many years to come.

After the Student is Sent to R&R

1. The student will knock on the door to R&R and enter when invited by an adult in the room
 - A Student Support Coordinator (SSC) will communicate in Slack that the student arrived to R&R
 - Teacher is responsible for sending work for students who are sent to R&R for longer than half of a class period.
2. The student will write their account of what happened that resulted in them being sent or taken to R&R.
 - SSC looks in DeansList for teacher comments and corresponding demerit. This, as well as other recent notes in DeansList about behaviors, determines how the SSC will proceed.
 - If no demerits are in DeansList, the SSC will send a follow-up on DeansList to the teacher to ask that they update immediately.
3. SSC calls a student to their desk to hear/read the student's account of what happened. SSC engages the student in a reflective conversation, trying to get to the root causes of the misbehavior.
4. SSC determines next steps. Some possible actions are:



- SSC will try to prepare the student for a restorative conversation with the appropriate staff member.
 - SSC or School Counselor facilitates a mediation with the student and the peers with whom he or she is in conflict
 - Student writes apology letter
 - Student writes a more detailed incident report (Misbehaviors in class often stem from larger issues)
 - Parent phone call home- by the student or the SSC (in addition to phone call from teacher later)
 - Student is escorted back to class or is given a pass to return to class. This student's transition back to class will be documented by the time stamp of the DeansList incident by the SSC
 - If both the student and the teacher are ready to have a restorative conversation, the SSC may walk the student back to the classroom and create space for the teacher to speak with the student in the hallway for a few minutes.
 - Student may receive additional interventions or consequences including: skills-building activity/lesson, not returning to class, completing a longer reflection activity, doing community service, making a public apology, parent shadowing the student in class (when not prohibited by social distancing guidelines), attend class on a different grade level, ISS, OSS, or an alternative consequence or disciplinary action. (We avoid write-offs unless requested by parents or all other options have been exhausted. Teachers are never allowed to assign write-offs to students, as it associates school work with punitive responses.)
5. The teacher who sent the student out has a responsibility to follow up:
- Speak with the student and the SSC who responded (not necessarily together.) Come to the conversation with a positive, results-focused attitude. Log this as a communication with the student in DeansList.
 - Teacher must call home to explain to the guardian that his/her child was sent out of the classroom and explain why that happened. Use DeansList for a list of contact numbers and don't hesitate to reach out for help with translation. Log this communication in DeansList as "Behavior."
 - Do your best to give any missed work to the student and provide them resources or strategies for learning the content he missed. This is a critical component of following up with these students. In order for them to understand how important learning is in your classroom, they must see how important their learning is to *you*. If you are sending a student to R&R, it is best practice to tell them to take their work with them, unless it is a test. R&R is not a conducive testing environment.

Suspensions & Disciplinary Response

Years of research and experience suggest that suspensions are not an effective consequence for students. Suspending a student from school is a last resort and will only be done if we've truly exhausted our resources for supporting the student within our building.



However, any behaviors that make our school community unsafe will not be tolerated. Examples of unsafe behaviors include, but are not limited to, the following: physical violence, possession of weapons or drugs, bullying (of adults and students), and instigating fights. If a student, despite all supports and interventions offered, is still unable to meet expectations, Cameron follows the MNPS guidelines for out of school suspensions, found in the [MNPS Handbook](#).

In partnership with the culture administrators, Student Support Coordinators will determine the most appropriate disciplinary action. Factors considered when determining if suspension is appropriate include the severity and frequency of the offense, the impact of the student's behavior on our school culture, and what the student and family would interpret as an unproductive consequence. Major student offenses and consequences are recorded in DeansList and Infinite Campus.

Phone Call Requirements

Parents and guardians are instrumental members of our school community. It is an expectation that we actively involve families in student learning on a consistent basis. In order to do this effectively, we must approach families with the mindset that they want the best for their children, as well as the knowledge that they expect us to maintain respect and be professional with their children. While we are charged with helping all of our students achieve greater levels of academic independence over the course of their time at Cameron, 8th graders are still children and it is developmentally appropriate for us to actively involve parents in their child's day-to-day.

In addition to weekly behavior reports (progress reports) and twice quarterly academic reports, all staff are expected to maintain regular, ongoing contact with families. Based on teacher feedback, we've updated our parent communication expectations to be more helpful to families and sustainable to staff. Please read more about these expectations [here](#). Be on the lookout for reminders of these expectations in the weekly CNotes communications to staff.

Suggestions for making parent communication manageable can be found [here](#).

Devil in the Details Cheat Sheet for Teacher and Student Actions

As part of our commitment to consistent, clear, firm, and positive expectations for students in and outside the classroom, Cameron has



the following “Cheat Sheet.” This list is in no way exhaustive, but is the foundation of our consistency. We must all commit to these rules and expectations for our school, and be willing to hold ourselves to these expectations the first time, every time. These expectations are common across the school, and they fall into the first three rows of the school culture systems pyramid.

Classroom Routines		
While some classroom routines can be customized by individual teachers, the following are expectations that must be held of all Cameron staff for all Cameron students		
Routine & <i>Rationale</i>	Teacher Action	Student Action
Homeroom	Days when grade level is not in Big Gym <ul style="list-style-type: none"> ● Students may begin entering class as early as 7:35. Teachers do not need to stand at the door, but should greet each student as he/she enters. When students enter, they go directly to their assigned seats. They may eat breakfast and talk at an appropriate volume until 7:50. ● At 7:50, the homeroom teacher will count students down to silent and play the morning announcements. ● At the conclusion of morning announcements, <ul style="list-style-type: none"> ○ the homeroom teacher will direct students to silently do the following: <ul style="list-style-type: none"> ■ Take out pen, agenda, homework, independent reading book* or teacher-printed article (*students may borrow a book	<ul style="list-style-type: none"> ● Silent at 7:50 ● Completing required work ● Space ready with necessary materials out ● Use bathroom before coming to homeroom ● Seated in assigned seat unless given express permission to get up



	<p>from a classroom library for an extended period of time, but should not be borrowing and returning books within homeroom)</p> <ul style="list-style-type: none">■ Take out red folder on Tues and Weds■ Throw out breakfast (dismiss two students at a time to throw in the classroom trash or designated garbage bag)■ Write down learning target and homework in agenda, complete do now when passed out by the teacher, read silently until the teacher brings students back. <ul style="list-style-type: none">○ The homeroom teacher<ul style="list-style-type: none">■ Passes out do nows (and Progress Reports on Tues)■ Checks that student has all needed materials, charging students 50 Panther Points for any missing materials that need to be replenished and an unprofessional demerit for a missing red folder or progress report■ Checks homework (and	
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	<p>Progress Reports on Weds)</p> <ul style="list-style-type: none"> ■ Completes attendance ■ Monitors for work completion and meeting expectations ○ Students are silent from 7:50 on ○ Students are seated unless given express permission to get up for a purpose ○ Begin class at 8:00 	
<p>Welcoming students</p> <p><i>We greet our students positively and professionally so that they feel welcomed and prepared to learn. We expect the same greeting in return, as we work to build professional habits in our students.</i></p>	<ul style="list-style-type: none"> -Use a verbal greeting possibly paired with a physical gesture. We recommend you do NOT make physical contact with students to prevent the possible spread of germs and viruses. -Position yourself where you can see all of your students as they enter your room from the hallway/ramp. -If a student does not greet you appropriately, have him do it again and follow up with a brief conversation/check-in. At times it may be best to follow up with the student later. -It should take 60 seconds or less from the time you first greet a student to getting all students in the door -Class then continues with beginning routine (do now, homework check) 	<ul style="list-style-type: none"> -Reciprocate. Students should make eye contact and respond with a greeting. -Enter the room silently and report directly to assigned seat.
<p>Voice levels</p>	<p>Model the expected voice level. When asking for level</p>	<p>Meet voice level expectations in all school</p>



<p><i>It is important that we are on the same page so students are aware of the expectation when being asked by any staff member across the building.</i></p>	<p>zero, don't request it audibly more than once. Instead, reiterate expectations through positive narration. Level 0 = silent Level 1 = library level Level 2 = Soft voices Level 3 = Productive and Professional</p>	<p>settings Stairwells should be a voice level 0 as students are passing by other educational spaces on their way up and down the stairs.</p>
<p>Common hand signals</p> <p><i>In order to minimize distraction in classrooms, we ask that students use the following basic hand signals to ask for specific needs</i></p>	<ul style="list-style-type: none"> -Pencil in air – sharpen pencil -Pointer finger in air- need a pen/utensil (Charge 50 points in DeansList) -One hand raised, one hand over nose- kleenex -Raised fist- trash -Tap wrist- need more time <p>Signals ONLY used during breakfast and lunch:</p> <ul style="list-style-type: none"> -Crossed fingers - bathroom -3 fingers (W)- water 	<p>Hand signals are all done silently and used in all school spaces, including cafeteria, gym, auditorium</p>
<p>Dismissing students to line up</p> <p><i>A standard procedure helps minimize lost time to transitioning.</i></p>	<p>Teach and practice the following procedure:</p> <p>Hold up one finger - Get your belongings together Hold up two fingers- Stand up next to your desk Hold up three fingers - line up</p> <p>Typically, you do 1 for the whole class, then 2/3 for a row or small group of students at a time. Do not do 2 for a group until the previous group 3 has lined up. It's</p>	<p>Students follow the 1, 2, 3 signal</p>



	hard to monitor behaviors of standing students.	
<p>Bathroom</p> <p><i>Class time is valuable. Students should be in classrooms at all times. There is also a safety piece involved. We are responsible for students at any and all times of the day.</i></p>	<p>Students are allowed to use the bathrooms during the following times:</p> <ul style="list-style-type: none"> ● Arrival (see MBM - before they go to their homeroom) ● lunch/recess/intervention (see MBM) ● During the following periods: <ul style="list-style-type: none"> ○ 2nd ○ 7th <p>See MBM for more details</p> <p>Emergencies require direct text to Bri, Lindsay, Abby, Ebony, Courtney, Jordan, or Maggie</p>	<p>Empty pockets and leave your bags in the classroom</p> <p>Five minutes or less to the bathroom</p> <p>Leave the place cleaner than you found it</p>
<p>Water</p> <p><i>While access to water throughout the day is important, students are known to use "getting water" as an excuse to leave class. These procedures help preserve class time while addressing potential needs.</i></p>	<p>-Students can drink from the water fountain and/or fill up their water bottle during breakfast, the lunch block, and bathroom breaks.</p> <p>-Students are expected to bring their own water bottle to school to stay hydrated outside of meal and bathroom breaks.</p>	<p>-Bring water or water bottle to school</p> <p>-Fill up water bottle at specified times</p>
<p>Washing Hands</p>	<p>Students are expected to use hand sanitizer any time they leave one space for another. Students who</p>	



	specifically ask to wash their hands before/after eating must be granted permission to do so, following the bathroom procedures for lunch.	
<p>Sharpening Pencils</p> <p><i>Students need to arrive for the day prepared for school, which includes more than one pencil.</i></p> <p><i>We need to teach students to:</i></p> <ul style="list-style-type: none"> -Carry a hand held sharpener with them -Only sharpen pencils when the teacher is not providing direct instruction -When you go to the sharpener, sharpen more than one pencil 	<ul style="list-style-type: none"> -If a student does not have a pencil, “sell” him one. Charge 50 Panther Points in DeansList and give him a pencil - Pencils and pens will be supplied for teachers to “sell.” Be sure to keep your pencil stock full. Reach out to your GLC if you need more. 	<ul style="list-style-type: none"> -Carry a hand held sharpener with receptacle -Use breakfast time to sharpen at least 3 pencils for the day -Only sharpen pencils when the teacher is not providing direct instruction -When you go to the sharpener, sharpen more than one pencil
<p>Trash</p> <p><i>To minimize distractions in class, it is important to have a routine for disposing of trash.</i></p>	<ul style="list-style-type: none"> -Make sure trash is put in the corner of the desk and disposed of at the end of class / appropriate time 	<ul style="list-style-type: none"> -No shooting trash at the trash can. -Always pick up your trash and use a tissue/gloves to clean up trash that may have been left behind by others
<p>Answering Questions</p> <p><i>Students need to be taught how</i></p>	<p>Teachers give specific “what to do” directions around how to answer questions and require compliance with consistency. Directions should require students to</p>	<ul style="list-style-type: none"> -Clearly raise hands -If someone is talking, all hands down and track the speaker



<p><i>to answer questions professionally. This will help them be successful in school later on.</i></p>	<p>comply with the student actions to the right.</p> <p>If there are only a few hands, request “more hands” or flip it and ask students who are confused to raise their hands- then ask them what exactly they are confused about. (This helps the whole class learn and is a practice of courage)</p>	<ul style="list-style-type: none"> -Speak loud enough that others can hear -Address the class, not just the teacher (eye contact with multiple people) -Complete sentences, unless it detracts from the learning or interrupts pacing. -Practice academic habits that align with that class.
<p>Backpacks / jackets</p> <p><i>Classrooms should be neat and orderly, therefore we ask for backpacks and jackets to be out of the aisle and neatly stowed</i></p>	<p>Remind students and hold them accountable to having backpacks and jackets out of the aisle and neatly stowed.</p> <p>Sweatshirts, jackets, sweaters are not allowed to be kept in laps. This is an easy way for students to sneakily use their cell phones and eat candy in class.</p>	<ul style="list-style-type: none"> -Students place backpack on the back of their chairs or under their desk. -Jackets out of the aisle in backpacks or back of chairs, never on lap -This should be done as soon as students sit in their seats.
<p>STAR</p> <p><i>STAR stands for sit up, track, ask and answer questions, and respect. You can and should use each one of these at different times during the class in order to call students to attention.</i></p>	<ul style="list-style-type: none"> -Best practice: Backs against the chair (small students – belly against the desk – talk to them individually) and feet flat on the floor -No calling out -Hand signals for the classroom -Always track the speaker, screen, or paper (index finger) -Expect students turning in their desk to follow the speaker -For example, when giving directions, students can be asked to sit in STAR, when another student is talking, please ask students to track. STAR is a touchstone 	<ul style="list-style-type: none"> -Sit in STAR at appropriate time (when instructions are being given, when announcements are made). <p>Be able to explain the various parts of STAR when asked</p> <ul style="list-style-type: none"> -Students should continue to sit up straight, track the speaker, and raise hands to speak. -STAR looks different across the grade levels, but the key expectations remain the same:



	<p>throughout your class to bring students to attention.</p> <p>-Square up, Stand still when giving a direction</p>	<p>students are actively listening, communicating this with their body language (including by sitting up), and are ready to participate.</p>
<p>Cutting materials in the classroom</p> <p><i>Students and teachers should model urgency at all times</i></p>	<p>-If and when possible, the teacher should have all materials ready prior to class starting. eg. materials cut to the right size.</p> <p>-Remember to use clear WTD directions.</p> <p>-If students do any cutting in class, all trash should be held until the end</p>	<p>- Students must have individual scissors unless they are sanitized with between uses.</p> <p>- Students are cutting at a level 0 and best practice is to have them competing with one another to see which table can finish the fastest and/or provide a clear time for completion.</p> <p>-Hold trash until the end of class</p>
<p>Out of seat</p> <p><i>It is important for a teacher to know where students are and what they are doing at all times. This minimizes opportunities for students to distract each other.</i></p>	<p>Teachers give express permission to leave seats.</p>	<p>Students ask permission in an appropriate manner.</p>
<p>Shout Outs</p> <p><i>Shout outs are given as praise for students/classes who are following ethos. We want to increase the joy factor and student praise of one another.</i></p>	<p>Student and teacher actions are the same. Students are tracking the speaker 100% of the time.</p> <ol style="list-style-type: none"> 1. State the name of the person receiving it. 2. State the ethos/value that a person demonstrated. 3. Provide a brief explanation of how that person demonstrated the ethos. 4. Name the specific shout out. <p>All leaders shout out...1,2</p> <p>Marshmallow, Robot, Truck driver, Fireworks, James Brown, Heisman, Blow it up, Vogue, Whoosh,</p>	



	<p>Standing O</p> <p>Ex. Shout out to Jane for demonstrating commitment by asking for and completing additional practice in preparation for today's test. All leaders shout out... marshmallow!</p> <p>Encourage students to do this frequently. One suggestion is to set a goal for a number of shout outs done in class each week</p> <p>Value, commitment, or ethos-aligned shout outs for staff members: Criteria for success (Staff may choose to give a shout out to one another based on our Ethos, Values, or commitments.)</p> <ol style="list-style-type: none"> 1. Explicitly names the value 2. Shouts out ONE person by NAME 3. Describes a replicable behavior, ideally using the language of the definition of the value 4. Describes the impact on kids <p>Ex. I have a shout out for [one person's name] for [value]. I observed [name] [replicable behavior] [connection to definition of value]. When we all do this, we [impact on kids].</p>	
<p>Chromebook Procedures</p> <p><i>Technology can significantly enhance instruction when used appropriately and intentionally. Several chromebook rules and procedures exist to ensure that all technology remains in good condition for use across the</i></p>	<p>The classroom teacher is responsible for teaching students the chromebook procedures, providing explicit directions on what constitutes appropriate technology use (which websites are students allowed to visit, not using listening to music, etc.), and holding students accountable to the expectations, including issuing consequences when warranted. It is best practice for teachers to have an alternate assignment prepared for any student who is unable to meet</p>	<p>-Listening to teacher directives about Chromebook procedures and adhering to rules and procedures.</p> <p>-If expectations are violated, student will review Conduct Policy with a member of the SST</p>



<p><i>building.</i></p>	<p>chromebook expectations.</p> <p>Technology troubleshooting information and backup plans can be found in the Academic Manual.</p>	
<p>Student phone calls home</p> <p><i>In order to ensure that students are fully engaged in class, any phone calls home by a student should happen at designated times; this removes the distractions of asking or thinking about calling home during instruction. In addition, this will streamline communication with the front office so that office managers are aware of any calls made.</i></p>	<ul style="list-style-type: none"> -Students may only call home for emergencies, such as a transportation question - Students may not use class time to call home - Students may only call home with a teacher, either by using their own cell phone in the hallway or using the teacher's on speaker - If the phone call pertains to an adult coming into our office, please send an email or text to Deborah or Randa. Ex: Early pickup, dropping off practice clothes, picking up an item. - Students are never to go to the office to call home: use your phone at teacher discretion to make phone calls home with students regarding behavior, questions about dismissal, etc. 	<p>Students should only call if approved by teacher.</p> <ul style="list-style-type: none"> - If parent/guardian does not answer, student should leave a voicemail, teacher may text. Student follows up with teacher to let them know guardian response.
<p>Finishing early</p> <p><i>Students should always have something to do. Behavior issues arise when students are waiting with nothing to do. Minimize distractions and maximize instructional time by having a</i></p>	<p>Teachers must teach and reinforce the procedure that students who finish an assignment early are expected to read silently from their Independent Reading books. While this is the default expectation, teachers can set additional or alternative expectations for when students finish early, including additional work or extension activities that are monitored.</p> <p>Sitting in STAR is not a reasonable expectation for</p>	<p>Students should read or work on an assigned activity when finishing early.</p>



<p><i>procedure to address this.</i></p>	<p>when a student is done.</p>	
<p>Sending students out of classroom</p> <p><i>Class time is valuable. Students should be in classrooms at all times. There is also a safety piece involved. We are responsible for students at any and all times of the day. This involves knowing their whereabouts. This should be practiced on a very rare occasion and with explicit instructions.</i></p>	<p>Write a pass for the student that says where he/she is going, time-out, and why For example: "Sophia to Ms. Shelton to practice USN interview questions. 10:05 (Signature)"</p> <p>Teachers do not send students on errands, out for "breaks," or to work in the hallway. These are all not good uses of class time and create safety concerns.</p> <p>There may be times when a particularly energetic student may benefit from running a brief errand, and this is okay so long as that student can be escorted by another staff member.</p>	<p>Students may never be in the hallway without an escort or a pass (hard copy or digital)</p>
<p>Computer Use in Class</p>	<p>Have GoGuardian up and monitor student use</p> <p>Allowing students to play games in class should only happen if it is part of a planned incentive or reward that has been double checked with a coach.</p> <p>Teachers may play appropriate, soft music in class. Platforms should be used for an appropriate amount of time. Eg. Blended learning should only be utilized for the assigned amount as details in content DILT documents</p>	<p>No games No use outside of what was directed by a teacher No music</p>



	<p>Students should only use headphones when directed by teacher when deemed necessary to access relevant sound. Use of headphones without express permission, even just having them in your ear, is an unprofessional demerit.</p>	
<p>School-wide Expectations</p>		
<p>The following expectations and additional school rules are included in the LEAD Cameron Student & Parent Handbook, an addendum to the MNPS and LEAD Public Schools Student & Parent Handbooks</p>		
<p>Nurse</p> <p><i>The nurse is here to provide emergency services to students in need and services to our students with prior medical needs.</i></p>	<p>If you have a student who needs to see the nurse for a need that is NOT related to symptoms of COVID-19, the teacher should call or text Nurse Holly (615-462-1960) with details. Do not send the student to the office without her permission so that we can avoid unnecessarily high volume in the office area. If you are cleared to send a student, send them with a written pass including the time.</p> <p>Use best judgment to determine whether or not a student needs to see the nurse. When at all possible, keep students in class so that they don't miss instruction.</p> <p>Nurse: log students in and note name, class, reason for seeing nurse -- investigate reasons for repeat visitors</p>	<ul style="list-style-type: none"> - Raise hand to ask to see the nurse. - Make sure you have a pass to walk to the nurse's office



<p>Feminine supplies</p> <p><i>Students should arrive at school prepared.</i></p>	<p>If a student asks for supplies more than twice in a week, the nurse calls home to check in with the parent. If the GLC is distributing supplies to the same students regularly, they will let the nurse know.</p>	<p>Need to bring own supplies but in emergencies can ask teacher who will reach out to Grade Level Chair, nurse, or school counselor.</p>
<p>Students Getting City Bus Passes</p>	<p>Students who use a city bus pass from our office will receive one 7-day pass per week. Before dismissal, Randa will deliver these passes to students in their classrooms. If a student tells you that they need one, please text or call Randa (615-299-6515), and she will coordinate the process.</p>	<p>Students are never to go to the main office to request a city bus pass.</p>
<p>Student Cell Phones</p> <p><i>Many families would like to have a means to communicate with their student before or after the school day. However, cell phones are distracting during the day.</i></p>	<p>-At the beginning of the day (outside of school during arrival), remind students to turn off their cellphones and put them in backpacks.</p> <p>-If a student's cell phone rings in class, give them a disruptive reminder and tell them to shut the phone off and keep it stored away. If the student responds with disrespect and refuses to turn off the phone or put it away, the phone will be confiscated.</p> <p>-Anytime a cell phone is confiscated, it will be locked in the main office and a guardian must come pick it up at a time that is convenient for them.</p> <p>-If a student has their phone in a pocket, tell them to put it in their backpack. However, if the student responds disrespectfully, confiscate his phone, turn it into the office, and call his parent to come to school to</p>	<p>-Turn cell phones off before entering school</p> <p>-Once inside the school building, ask permission to shut off phone if you haven't already.</p> <p>-Student is responsible for keeping phone safe. School is not responsible for any lost or missing phones.</p> <p>- Cell phones must be in backpacks, NOT in pockets. Cell phones in pockets will be taken if a student refuses to put it in his or her bag.</p> <p>- Cell phones must stay off and be in bags until students are on the bus or out front at dismissal</p>



	<p>pick it up.</p> <p>-If a student was disrespectful and you turn the phone into the office, it is your responsibility to call the parent and request that she pick it up from the school.</p> <p>-If a student is actively using their phone during the school day, it needs to be automatically confiscated.</p> <p>Students are not allowed to have their phones out at dismissal. They can have them on the bus if the bus driver allows it.</p>	
<p>Late students</p> <p><i>It is important that we follow up with students and their families about tardies. Punctuality is a trait our students need to be successful in academics and life. If a student is regularly tardy to school the attendance team will reach out to the family to identify and implement possible solutions.</i></p>	<p>-Tardy table in vestibule or outside when weather permits, not in the main office. All tardy students will be given a slip from the office. If a student does not have a tardy slip, reach out to the office (if the student just arrived to school) and to communicate that student is in class and issue demerit if necessary. If a student is late to a class but not to school and does not have a pass, let the student come to your class and reach out to who they came from verifying they were there.</p> <ul style="list-style-type: none"> • Always check the time on the tardy slip. If a student took longer than 5 min to get to your class, give them a “Late to class” demerit. 	<p>-Students must have a pass from the main office</p> <p>-Late students will be given 5 minutes to eat when they arrive to first period. They must also be meeting ALL of the current classroom expectations while eating. They may be asked to stand by the trash can or sit at a different table until finished.</p>
<p>Uniform/ Dress Code</p> <p><i>A consistent uniform ensures</i></p>	<p>-Issue a Dress Code demerit for students not meeting dress code expectations</p>	<p>In uniform:</p>



<p><i>that students are professional and prepared for class without wardrobe distractions.</i></p>	<p>-Last period teachers on Thursday are responsible for communicating to their class who can wear jeans on Fridays and first period teachers check on Fridays to make sure those wearing jeans have earned it.</p> <p>-If a student comes to school out of uniform, please keep them in homeroom and have the student call home for appropriate clothes. If the guardian is not able to do so, text Randa to send the student for a loan in the main office. Make sure she has the capacity to receive the student at that time before sending with a written pass.</p> <p>-Teachers in portables will tell all students to get into uniform by end of the Do Now. Jackets can go back on when packing up to transition.</p>	<ul style="list-style-type: none">- Solid, school-color collared shirt- 5th and 6th grade wear royal blue. 7th and 8th grade wear gray.- During cold months, students may wear any solid color long sleeve shirt underneath their collared shirt- Tan, navy, or black khaki pants- Pants must be professional “khaki/docker” material. No jeans, no leggings, no other color khakis.- Students may wear tan, navy, or black khaki shorts and skirts as long as they extend past the student’s fingertips when their hands are at their sides.- Pants may never be tucked into socks.- Belt- If a student’s pants do not remain on his or her hips, he/she will be required to wear a belt. Families are expected to provide belts as needed.- Closed-toe, full coverage shoes- Students can wear any color shoes they’d like as long as they are closed-toe. Students may wear sneakers, boots, flats. Students may not wear clogs, sliders, or sandals. Crocs with back strap are allowed.- Outerwear- Students may wear any color/design outerwear as long as it does not feature any messaging/design that is offensive or inappropriate for school (ex. paisley,
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		<p>drug/alcohol logos/references, etc.). Students must take off big winter coats and put them on the back of their chairs during class time. - Students may not wear blankets throughout the school day.</p> <ul style="list-style-type: none"> - Students are always encouraged to wear a coat or jacket to school on cold days. Students who have classes in portables are allowed to wear any jacket during transition. - Students may never wear paisley print bandanas to school of any color, including as protective masks - Friday: Jeans day with college or Cameron shirts. Only for students with greater than or equal to 100 Panther Points (students informed by last period teacher on Thursday) - Friday jeans can be any color, and should not have tears or rips above the knee - Spirit week: must obey rules of spirit week
<p>Foods not allowable in school, including the cafeteria</p> <p><i>We want to provide a healthy environment for our students.</i></p>	<p>Issue Unprofessional demerit and confiscate it.</p>	<ul style="list-style-type: none"> -No candy, soda, energy drinks, large bags of chips -No glass containers allowed -Students are allowed to bring a small personal bag of chips to eat with their lunch, but they may not eat them outside of the cafeteria.
<p>Microwaving student lunches</p>	<p>If a student asks to microwave his lunch, tell him no.</p>	<p>Never allowed to heat up lunch or use the</p>



<p><i>We have a large number of students & cannot accommodate this for every child.</i></p>	<p>Any student with severe dietary restrictions may be an exception, but the nurse would facilitate this in the main office.</p>	<p>refrigerator to store packed lunch.</p>
<p>Prohibited supplies</p> <p><i>We take pride in our school property and permanent markers and other prohibited supplies can be destructive to walls, desks, clothes, etc.</i></p>	<p>Students may only use pencils and pens to complete classwork- no markers, flares, gel pens</p> <p>The following are never allowed at school: glass bottles, sharpies, candy, soda, energy drinks, blankets, gift bags, balloons. These items will be confiscated if found.</p> <p>The school reserves the right to determine if a school material is too distracting to instruction. For example: jumbo size pencils or pens, extra large backpacks, etc.</p>	<p>May only use pencils, pens, or writing tools provided by the teacher to complete classwork.</p>
<p>Safety Protocols</p>	<p>When the LEAD network issues updated guidance on school safety protocols for staff and students, it will be linked in this section.</p>	