



# MWA REPs Relaunch

**Presenter(s):** Teacher leaders, Deans, AP's

**Date:** 8/1/22



*Learn. Graduate. Give Back.*



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# Uniforms

# Uniforms & Using Resources Correctly



# What does proper uniform look like?

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- Making Waves sky blue or white polo
- Navy blue, khaki uniform pants, shorts, or skirts (3 in above knee)
- School-Appropriate hoodies/jackets
- ID's/ lanyards around their collars
- Masks covering nose and mouth

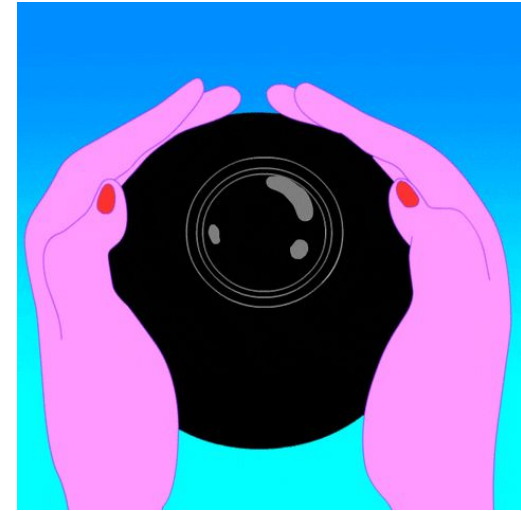




# What does proper uniform **NOT** look like?

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- Ripped jeans
- Skinny pants
- Slides/flip flops/crocs
- Any inappropriate logos (alcohol, cannabis brands, Cookies, etc.)
- Skin-Baring Attire\*
- Sagging Pants



# What can/can't I wear in the classroom?

When you enter a building:

- Hats off
- Hoods off
- No earbuds/headphones

When you enter a classroom:

- Outside jackets off



# College Attire Days

*(Every Friday, Teachers Too!)*

## Allowed:

- Any pants, skirts, shorts, bottoms, sweaters, hoodies, jackets, or accessories representing official colleges and universities
- College hoodies/outwear allowed in classrooms/learning spaces

## Not Allowed:

- Sagging bottoms
- Open toe shoes





# Casual Dress Day

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Casual dress is NOT free dress.

Casual dress days will be announced in advance and placed on the calendar.

## Not Allowed:

- Sagging bottoms
- Open toe shoes-i.e. Crocs/Slides
- No ripped or tattered clothing
- No skin-baring tops or tank tops
- No inappropriate logos or images that depict illicit or illegal activity
- Bottoms may not be more than 3 inches above the knee



# Enforcement of Uniform

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- First two days, grace period (teacher reminders)
- Next two weeks of school, sweeps will be conducted by DOS and the administration.
- Following that two-week period, homeroom/ advisory teachers will be the ones primarily responsible for documenting dress code violations and communicating with DOS.
  - Other teachers should also make notes of dress code violations and communicate with advisors as needed (especially for students who often miss advisory).





# Punctuality



# Monitoring During Passing Period

- Students must be monitored during passing periods
  - Teachers will stand outside the classroom to supervise students and facilitate students arriving to class on time
  - In addition to this campus supervisors will be stationed at different areas, especially hot spots
  - (places where students like to hide out) during passing period
- **If you see students lingering and the bell is about to ring, make sure to prompt that student to hurry to class so that they arrive on time**



# Tardies/Skipping Class



**MWA HALL PASS**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

To:  Bathroom  Library  Office  
 Dean of Students  Locker  MPR  
 Other: \_\_\_\_\_

Message: \_\_\_\_\_

Signed: \_\_\_\_\_ Time: \_\_\_\_\_

Left (signed): \_\_\_\_\_ Time: \_\_\_\_\_


If a student arrives to your class tardy:

- First, ask the student for a pass.
- If the student does not have a pass and lets you know they were with an adult, you may call or slack to verify. You may instruct student to return to the teacher or adult they were with to retrieve a pass, however a call or Slack may be best rather than sending the student out of the class where they may wander around or skip class.
- If you notice this a recurring behavior and the student appears to be avoiding class, note in kickboard and follow up with a Restorative Conversation.

# Tardies/Skipping Class



If a student arrives late to your class without a pass and no excuse for being late

- For Upper School students, teachers will mark students as late in Powerschool (pending attendance office approval). If the behavior continues they will participate in a restorative conversation with the teacher during lunch or break.
- For Middle School students student will receive a warning for first tardy, if the behavior continues they will participate in a restorative conversation with teacher during lunch or break
- If the behavior persists after a restorative conversation you may refer the student to the deans through  **kickboard™** and notify parents





# Passes

# Bathroom Passes

- Students must sign in and out on the bathroom sign out sheet.
- They must keep their bathroom break to a reasonable amount of time (3-5 minutes).
- Keep sign out sheets for a month/quarter as a record for grade level meetings/parent conversations.
- Use your discretion when permitting students to use the bathroom.

**Delaplaine MS2-213**  
Bathroom Pass

**Delaplaine MS2-213**  
Bathroom Pass

**Pro-Tip:**  
Sharpie your building  
number/room  
number/floor number  
on your pass.

# Hall Passes

- Students **MUST** have a hall pass when out of class no matter what.
- Elevators require passes administered by the office.
- Check the **time** and **date** when reviewing a hall pass.
- Use **pen** when filling out passes.
- Call a teacher if you want to confirm legitimacy of pass.
- Any teacher can ask any student to see their hall pass.
- <sup>17</sup> Keep hall passes secure.

**ADD YOUR EXTENSION.**

**HALL PASS**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

To:  Bathroom  Library  Office  
 Dean of Students  Locker  MPR  
 Other: \_\_\_\_\_

Message: \_\_\_\_\_

Signed: \_\_\_\_\_ Time: \_\_\_\_\_

Left (signed): \_\_\_\_\_ Time: \_\_\_\_\_

Pro-Tip:  
If you feel comfortable,  
you can ask the  
student to fill out the  
pass and then you sign  
it.



# Common Spaces



# Open Learning Spaces

Open learning spaces must be monitored at all times. Students should use open learning spaces when...

- They have explicit permission from their teachers.
- They have completed a specific amount of classwork as detailed by their teacher.

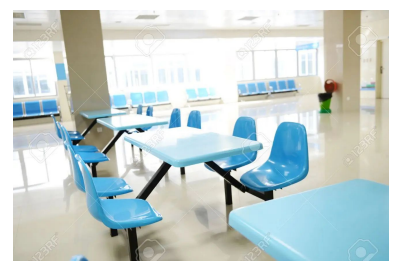
Students should NOT use open learning spaces when ...

- They have a substitute teacher
- They are not being supervised by their teacher
- They are not being productive
- They are on a break
- They are eating



Teachers: make sure that the area is clean and furniture is neatly in place after your students use these spaces (prior to transition).

# MS Dining Commons



**For Middle School, all adults on supervision duty report to dining commons at the start of lunch regardless of where your assignment is. All hands on deck while students are eating.**

- **During recess or lunch students will be dismissed from the dining commons by table**
  - Students will raise their hands to let an adult know that they are finished eating and ready to clean up
  - An adult on supervision will come and supervise while students throw away garbage and wipe table if necessary
  - Students may only be dismissed as a table when table and area around the table on the floor is clean
- **If students leave without following these expectations:**
  - Student will receive a warning the first time, if the behavior continues they will participate in a restorative conversation with teacher during lunch or break
  - If the behavior persists after a restorative conversation you may refer the student to the deans through Kickboard and notify parents



# US Dining Commons



**For Upper School adults on supervision duty report to dining commons at the start of lunch**

- During break or lunch, the expectation for students is that they will clean up after themselves.
- Adults on supervision will float around to ensure that students are cleaning up after themselves before leaving the dining commons.
- If students leave without following the expectation to clean up after themselves:
  - Student will receive a warning the first time, if the behavior continues they will participate in a restorative conversation with teacher during lunch or break
  - If the behavior persists after a restorative conversation you may refer the student to the deans through Kickboard and notify parents

# Hallways & Walkways

In effort to keep our campus safe, teachers must have a presence in our hallways. As a rule, teachers must stand in front of your classroom or in the hallway during transition periods. Remember to...

- Greet student as they enter the classroom.
- Monitor hallways to ensure students are passing quickly and safely.
- Remind students to be mindful of others as they pass.
- Walk, don't run in the hallways.
- Use the RIGHT SIDE of the staircase when going up/ coming down.

Help keep our campus beautiful! When outside, remind students to...

- Use the paved walkways.
- Stay off of the mulched area and plants.
- Dispose of trash in the receptacles.
- Limit horseplay.

# REPs for Restrooms

**Students are not excused to the restroom during the first and last 10 minutes of class.** Remind students to use the restroom during their break, lunch, and transitions. When you excuse students for restroom use...

- Make sure they sign out/in using the sheets provided.
- Remind students that they should be gone no more than five minutes. After 10 minutes students will be marked skipped.
- Only one student may be excused at a time from your classroom.
- Excessive restroom use results in a follow up conversation with the student with and/or family (in case of underlying medical condition).

Teachers: actively monitor restrooms in your area or as you pass by. If you hear commotion in the restroom, direct students to quickly finish up and exit the restroom.



# REPs for DRILLS

**Every drill must be treated as if it were a real emergency.** During any drill students should be instructed to...

- Remain at VOICE LEVEL 0 at all times.
- Exit the building quickly, safely, and quietly.
- Follow the teacher as you exit the classroom (do not leave first).
- Remain with their class/ cohort if and when possible.
- Line up single-file in the designated area.
- Wait at VOICE LEVEL 0 for the “all clear” and exit instructions.

Teachers: During a drill, remember to quickly access your RED Folder, safety vest, and first-aid kit. Lead your students to the designated area (do not allow students to lead). Model VOICE LEVEL 0 as you exit the building (peace up!). Redirect students who are not following protocol.

# Cell Phones





# Cell Phones/Electronics: MS

Cell phones and other electronics use is allowed on campus during **designated** times.

## Key Highlights:

**Students can use their cell phones/electronics:**

- Before School
- After School



*\*We are a 21<sup>st</sup> century school. Our goal is to emulate “real world” practices and practice using technology responsibly during appropriate times.\**





# Cell Phones/Electronics: US

Cell phones and other electronics use is allowed on campus during **designated** times.

## Key Highlights:

**Students can use their cell phones/electronics during:**

- Before and After school
- Lunch
- Break
- Passing Period



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# Cell Phones/Electronics: Procedures

## Reminders:

- No cellphones **visible** in classrooms this year because we have Chromebooks. 😊
- Students using cellphone/electronics outside of approved times will be subject to the following consequences:
  - **1st Time:** Warning given by teacher (teacher may confiscate phone and return it at the end of class if teacher desires)
  - **2nd Time:** Confiscated and returned to student at the end of day. Parent notified\* (DoS/ Front Office). - Make sure it is labelled with name before turning in to the front office\*
  - **3rd Time:** Confiscated and parent/guardian must pick up phone from the office at the end of the day
  - **4th Time:** Checked in daily at the office before school

**Warning first 2 days of school. After August 15th, follow the process above.**



# Mission Connection: The why

- Appropriate technology use provides more opportunity for students to practice personal **responsibility**.
- “Real World Application”:
  - What does “practicing personal responsibility” with cell phones/electronics look like on a daily basis on campus? Name three ways.
  - What could be a result of using your cell phone during work shift and not during designated times? Name three things.





# Implementation



- Appropriate technology use provides more opportunity for students to practice personal responsibility.



- **Establish** your cell phone expectations on day 1
- **Revisit** these expectations daily at the beginning of class as needed
- **Develop** a classroom culture that is engaged, remind students that they don't have time to be on their phones in your class, this is a space for them to work
- **Provide** students with activities that engaged them and reinforce your desired classroom culture.



# Supporting Your Students

- How would you handle the following situations?
  - “My mom is calling”
  - “I’m not feeling well, I need to call my parents to pick me up.”
  - “I need to contact my parent to coordinate a ride home today.”
  - “You aren’t allowed to take my phone.”
  - “I have a family emergency, I need to have access to my phone.”
  - “Please don’t take my phone, I need it. I won’t do it again, I promise.”
  - “This isn’t my phone.”

# Students Refusing to Surrender Phone



- If a student refuses to give you their phone:
  - Let them know that the phone will be placed in a secure location
    - Many times students are concerned that it will be lost/damaged
  - Be compassionate and firm.
  - Have a campus supervisor escort them to the DOS to deliver their phone directly.



# Clarifying Questions for D.O.S.?



- Submit your questions here: [Questions for DOS](#)



# Respect



# Respect

Defining Respect

. Why Respect?

. Behavior  
Interventions

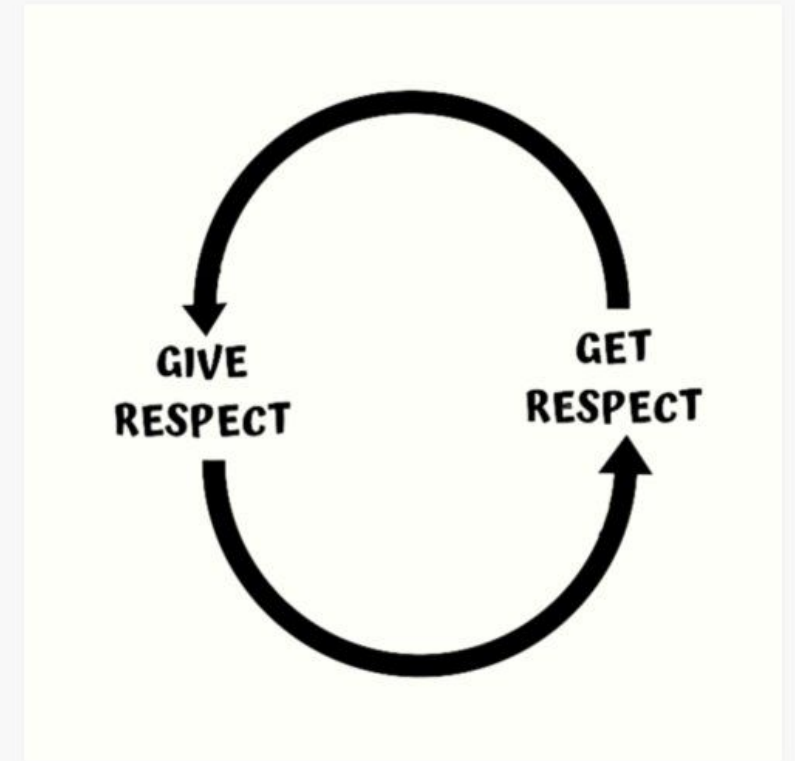


# MWA Core Value: “Respect”

## Defining Respect

We believe each person is valuable and we demonstrate respect by following our community norms

1. If an adult on campus asks a student to do something, the student is expected to listen and follow directions (unless it's immoral or illegal)
2. Teachers and staff should always enforce/encourage academic language in school. Profanity and derogatory terms are always unacceptable
3. Teachers and staff must treat students with empathy and validate their emotions.
4. Students should not talk over each other or the teacher while classroom instruction is in session. (one mic)





Why is  
respect  
important?



# Why Respect?

## WHY /RESPECT/ MATTERS

REPS Reflect Respect

1

*Being respected in our everyday interactions matters to our quality of life.*

2

*Being treated with respect is a sign that we belong in a community or society.*

3

*Respect provides an important foundation for equal treatment.*

4

*Respect is the basis for relational equality.*

5

*Self-respect is important to individual flourishing.*



# Behavior Interventions

- First Offense:
  - Restorative Conversation with the scholar/s who is being disrespectful (model the appropriate behavior)
  - Call home (parent/guardian)
  - Document on Kickboard
- Second Offense:
  - Restorative circle with all parties who were impacted by the situation
  - Restorative Community Project during lunch.
  - Document on Kickboard
- 3rd Offense:
  - SST meeting with (teachers, APs, Parents, Social Worker and DOS)
  - Behavioral Intervention Plan

\*Depending on the severity of the infraction scholars can receive suspension\*





# Building Relationships





# Building Relationships

Why build relationships?

. Mindset

. Strategies



# Why Relationships?

**Elbow Partner Share:** Why do you feel like relationships are important when working with students?



# Why Relationships?

“Relationships show us how to love and be love as well as who we want to be in life and who we don't. “

*“Having serious trusting relationships allows us to truly be our true selves”*

Creating and sustaining safe, stable, nurturing relationships and environments for all children and families can prevent (ACEs Adverse Childhood Experiences) and help all children reach their full potential.”



# Why Relationships?



# Why Relationships?

We cannot heal a relationship that never developed.

We cannot repair what was never built.

We cannot restore what never existed.

# Tips on building relationships

*Building relationships is about...*

- *paying up front* - with time: teach and reteach REPs, remind and reteach; recognize that relationships take time...it's more about consistency than immediate connection
- modeling mindsets, habits and attitudes and being patient...everyone progresses at a different pace
- correcting with *care*:
  - *check* your own emotions first
  - maintain a neutral tone
  - focus on the behavior, not the person
  - use restorative questions to better understand the situation





# Thank you.



*Learn. Graduate. Give Back.*