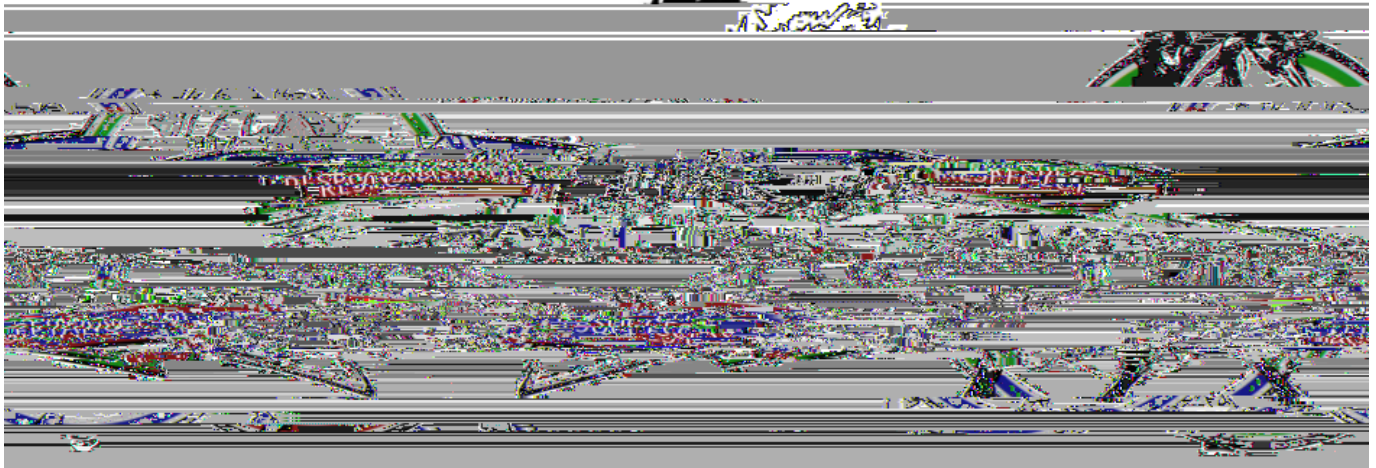


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Clifton, NJ

2022-2023



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Clifton High School Universal Team

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Or

Mustang Pride: Responsibility, Respect, Acceptance, Success

Responsibility

Owning your words and actions, as well as accepting the consequences of your decisions.

When we are responsible, we make good decisions; we do the right thing whether or not someone tells us; we answer for our words and actions; we accept the consequences when we have done something wrong. When we are responsible, other people can depend on us.

Examples

- Helping others.
- Owning up to a mistake.
- Having our homework, being prepared for class.
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Non Examples

Mustang Pride in our School Locations

Across Locations • Wear and visibly display ID • Follow adult directions • Report unsafe situations	School Grounds Arrival • Wear and visibly display ID • Follow adult directions and safety protocols • Report unsafe situations
Morning Locker/Homeroom • Wear and visibly display ID • Follow adult directions • Report unsafe situations • Arrive at your HR before the bell • Adhere to the district dress code	Classrooms • Wear and visibly display ID • Follow adult directions • Report unsafe situations • Be in your seat until the bell • Use kind & appropriate language
Main/VP Office • Follow adult directions • Report unsafe situations • Sign in upon arrival • Arrive and leave with a signed pass	Nurses Office • Wear and visibly display ID • Arrive with a signed pass and sign in upon arrival • State the reason for your visit • Leave with a pass
Hallways/Stairwell • Wear and visibly display ID • Follow adult directions • Report unsafe situations • Have an appropriate and signed pass • Stay to the right and use designated stairwell	Guidance • Wear and visibly display ID • Follow adult directions • Report unsafe situations • Sign in upon arrival • Arrive and leave with a signed pass
Lab • Wear and visibly display ID • Follow adult directions • Report unsafe situations • Follow all the lab safety rules • Clean up your lab station	Cafeteria • Wear and visibly display ID • Follow adult directions • Report unsafe situations • Wait for your table to be called • Keep the cafeteria clean
Locker Room • Wear and visibly display ID • Follow adult directions • Report unsafe situations • Dress promptly and appropriately • Report to your assigned gym and spot after changing	Media Center • Wear and visibly display ID • Follow adult directions • Report unsafe situations • Maintain appropriate noise level • Sign in upon arrival with a pass
Auditorium • Wear and visibly display ID • Follow adult directions • Report unsafe situations • Be respectful during performance / speaker • Keep the auditorium clean	Bathroom • Wear and visibly display ID • Follow adult directions • Report unsafe situations • Return to your destination promptly

Student Incentive and Recognition System

Digital

Shout Outs

A teacher/staff member may give you a Shout Out for being an exemplary role model

Behaviors that may earn Mustang Points and Shout Outs

Use tickets to

P

Be Present:

Safe and Culturally Responsive Environments

Make personal connections with students through greetings, affirmations and expressions of interest:

- Be mindfully present in moment when interacting with students
- Use positive greetings at the door to welcome students
- Use an active listening posture (e.g., orientation, attention)
- Engage in discussions and inquiry that reflect student interest

Create a welcoming and inclusive environment:

- Have displays and instructional materials that reflect students' racial, cultural and ethnic backgrounds
- Use verbal and nonverbal messaging that conveys all students' questions and opinions are important
- Use proximity with high and low achieving students equitably

Use active supervision to monitor the learning environment:

- Continuously move around the area
- Interact with students as you move around
- Continuously scan what is happening
- Attend to signs that a student is having difficulty

Be Engaging:

Empowering Environments with Opportunities for Engagement, Choice and Collaboration

Use a variety of response options to ensure all students have opportunities to respond:

- Verbal choral responding
- Gestural choral responding (e.g., response cards, response manipulatives, thumbs up/down)
- Use think-pair-share

Plan for developmentally appropriate pacing:

- Anticipate the lesson timeline
- Use the 10:2 rule - for every 10 minutes of direct instruction allow for 2 minutes of processing
- Conduct frequent checks for understanding (e.g., thumbs up / thumbs down or choral responding)
- Have materials ready for smooth transitions

de-escalation

T-L-C Redirection

Three BIG ideas about responding to occurrences of unwanted behavior:

1. Effective redirection occurs within the context of proactive practices (P³ & E)
2. Occurrences of problem behavior are an opportunity to model self-regulating behaviors
3. Use a T-L-C posture to re-engage students in the routine quickly and quietly

KDRU

Our facial expressions, body posture, energy level all convey an unspoken message that can escalate or de-escalate the energy level of an interaction. Students will mirror how we are conducting ourselves, so it is critical



