

# Media Arts Collaborative Charter School

## Early Warning Systems Protocols

	Tier I (Prevention)	Tier II	Tier III
Attendance	<ul style="list-style-type: none"> <li>Teachers will take daily attendance</li> <li>Staff will conduct weekly shout-outs for students with perfect attendance</li> <li>MACCS will award gift cards at the end of each term to students with perfect attendance</li> <li>Assembly recognition for 95 percent attendance</li> <li>House points will be awarded in middle school to students with exemplary attendance.</li> </ul>	<ul style="list-style-type: none"> <li>Three absences in any class will result in teacher notifying parents by phone or email.</li> <li>At 12 combined absences (3 days total) and 20 combined absences (5 days) for all classes, MACCS's social worker will notify parents in writing by U.S. mail of lapses in attendance.</li> <li>Teachers will email work home to parents of students who have excused absences for five consecutive days of school</li> </ul>	<ul style="list-style-type: none"> <li>Parents of students who have 28 or more absences will be required to attend a mandatory meeting with MACCS personnel. The MACCS social worker will conduct a home visit for parents who fail to respond to the request for an in-person meeting.</li> <li>Students who have 40 or more cumulative absences will be placed on an attendance contract; families of students who have more than 40 absences will be subject to spot home visits by the MACCS social worker to ensure compliance with NM state public education attendance policies. Referral to community services, counseling and/or learning disability specialists for appropriate diagnosis which may lead to implementation of IEP</li> <li>Principal will make morning call to family &amp; student</li> </ul>
Behavior	<ul style="list-style-type: none"> <li>Open door counseling</li> <li>Offer issue-specific presentations as needed. Presentations include but are not limited to mental health, sexual education, boundaries, language use and profanity, social skills, and drug use.</li> <li>Why Try advisory curriculum</li> <li>Issue-specific support groups</li> </ul>	<ul style="list-style-type: none"> <li>In-class interventions: corrective warnings, seating; pairing; breaks; alternate activities.</li> <li>Revocation of classroom privileges as appropriate</li> <li>Middle School students may be assigned a high school peer mentor, or enter a mentoring program</li> <li>Participation in a restorative justice program</li> <li>Students who are unable to self-correct disruptive classroom behavior will be sent to the principal's office. The principal will make a written note of the student's behavior, contact parents to inform them of their student's behavior, and discuss further corrections with the student. Students who are referred to the principal's office for disruptive behavior a total of three times will be referred to a counselor/social worker for implementation of an improvement plan. The referring teachers and the student's advisor will be notified by Principal.</li> <li>Students who require an improvement plan will participate in the following procedure:             <ol style="list-style-type: none"> <li>A social worker or counselor will be assigned to monitor and track the student's progress for a minimum of 6</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>Home visits</li> <li>Parent or parent-assigned community member will participate in mandatory, daily classroom observations of the student for a specified period of time, or until behavior improves.</li> <li>Student engagement in a school community service project designed to address his or her specific behavior</li> <li>Recommendation for an alternative school or learning environment</li> <li>Referral to community services, counseling and/or learning disability specialists for appropriate diagnosis which may lead to implementation of IEP</li> <li>Student is required to meet with the Principal for the implementation of a final behavior contract which outlines the student's specific behavioral concerns that must improve. If the contract is violated by continuation of inappropriate behavior the Principal will meet with the student and parents</li> </ul>

		<p>2. weeks after creating the individualized behavior improvement plan with student.</p> <p>3. The student, his/her parent(s), the assigned social worker or counselor, and referring teachers will meet to discuss the behavior improvement plan and student goals.</p> <p>4. At the end of 6 weeks, student, parents, and social worker or counselor will meet to review the student's progress. Students whose behavior has improved may either be removed from improvement plan status, or continue following the plan provisions upon the recommendations of teaching/counseling staff. Students whose behavior has not improved and has accrued 3 additional referrals during the six weeks will be recommended for a behavior contract</p>	<p>for the purpose of recommending an alternative school or learning environment</p>
<p>Course Completion</p>	<ul style="list-style-type: none"> <li>● Honor Roll &amp; Luncheon</li> <li>● Principal's List (attendance + grades)</li> <li>● Staff will cook/cater/serve a ceremonial dinner each semester for Principal's List students</li> <li>● MS House System</li> <li>● Fall/Spring parent/teacher meetings</li> <li>● Term report card conferences with outside community members</li> <li>● Use of Canvas, PowerSchool and (middle school) agendas</li> <li>● Advisory grade checks</li> <li>● Fall/Spring parent-teacher conferences</li> <li>● Data-driven instruction (incorporation of NWEA data to address skill gaps for struggling students)</li> </ul>	<ul style="list-style-type: none"> <li>● Students who fail any six week term will be required to attend a mandatory parent/teacher(s)/EWS meeting to create a targeted individual learning plan to address areas in which the student is struggling (skill-gaps, study habits, organization strategies, communication, comprehension, etc.).</li> <li>● Students failing any six week term will be required to attend mandatory after-school tutoring</li> <li>● Students failing any six-week term will be required to attend mandatory Saturday school</li> <li>● Some failing students may be required to attend lunchtime counseling groups as appropriate</li> <li>● Special Education students who fail any six week term will be considered for small-group intensive instruction by special education personnel</li> <li>● All middle school students who fail any six week term will be required to complete weekly progress tracking forms for each class they failed, which will be transmitted to parents, the student's advisor and the EWS team to monitor the student's academic progress. Teachers of failing students are required to complete these forms each week.</li> <li>● For all high school students who fail any six week term, a letter of notice will be sent home to parents by the EWS team with mandated tutoring dates/times</li> <li>● Student progress will be monitored monthly by the EWS team.</li> <li>● Some students may be given community services referrals as appropriate (Upward Bound, outside tutors, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>● Referral to community services, counseling and/or learning disability specialists for appropriate diagnosis which may lead to implementation of IEP</li> <li>● Home visits</li> <li>● Parent or parent-assigned community member will participate in mandatory, daily classroom observations of the student for a specified period of time, or until behavior improves.</li> <li>● Credit recovery options (see credit recovery policies for middle and high school)</li> <li>● Recommendation for an alternative school or learning environment</li> </ul>

(Updated June 2016)