



Whiteaker EGC

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Whiteaker Staff:

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Assistant Principal:	Tami Badinger
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The Whiteaker Middle School Emotional Growth Center (EGC) staff would like to welcome you and your child to our program. We are dedicated to working together. Communication and teamwork are major keys to the success of your child. Please feel free to call anytime or email us with questions or concerns.

The EGC is a highly specialized self-contained classroom with a low student to adult ratio. This program is designed to work with students experiencing emotional, social and academic difficulties. Positive behavior supports are provided on both an individual and group basis. The use of a level system, travel cards and bonus points are used to help students make appropriate behavior choices. Our ultimate goal is to have students successfully mainstreamed for a full day.

Travel Cards, Planners, Grades

Our students succeed best when supported by both the school and their parents. Daily communication between school and home is an integral part of our system. Students need to be held accountable for their decisions and our daily travel cards allow for consistent communication. Please ask for these cards on a daily basis as they contain information relating to the success and difficulties of your student. Our students are responsible for returning signed travel cards to school the following day. Consequences (sentences) are given if travel cards are not returned. If you have any questions about scores and/or comments, please feel free to write them on the travel card. You can also call or email us.

All students at Whiteaker are given planners to assist them with organizational skills and work completion. Please look at your child's planner to see what assignments are coming up and when they are due. ParentVue (<https://parent-salemkeizer.cascadetech.org/salemkeizer/>) allows you to check your student's' grades. Together we can make a difference!

Level System

Our level system is designed to teach our students responsibility and to allow success in mainstreaming back into regular classrooms. The students work on goals from their IEPs, appropriate social and classroom behavior, and self-management. Our system is unique because a student can only move up the ladder, never down. Once they have accomplished a level they are successful!! We believe that this model encourages determination and promotes pride in our students. Our level system also utilizes both staff & peer feedback. Our entire team of students & staff vote for students to move up a level. Not only does this allow for the building of social skills, but it also creates a unified team.

All students begin at level 1. Students are able to apply for higher levels based on criteria for each level. To apply for advancement, students must complete an application with staff and present the application to the group. The group (students & staff) then votes for level advancement and the majority vote wins. Students must explain why they are choosing their vote and offer feedback to their peer that is applying for advancement. If a student is not voted up a level because he/she needs some more practice on a goal the student can reapply in 5 days if he/she continues to meet their goal.

If at any time a student chooses to be unsafe with their body or words, the student will immediately be placed on probation level. After completing probation level requirements, the student is then placed on the level he/she previously came from.

Level 1

The student is beginning to practice taking responsibility for his/her behavior by acknowledging mistakes and trying to correct them. He/She must remain with staff at all times and has full lunch privileges. Student is available to participate in Friday store, but may only spend half of their earned points.

Advancement: Student must receive 80% or higher for 10 consecutive days, bring back signed travel card daily, have no outstanding sentences, complete a one page

summary of “Why I should be on level 2,” and maintain at least a D average in all classes.

Exception... new students must remain on level 1 for a minimum of 15 days

Level 2

The student is self-monitoring and is actively changing inappropriate behavior and actions. He/She is also identifying thinking errors. Student may be out of staff sight (passing time, etc.) and can shop in store with full points.

Advancement: Student must receive 85% or higher for 15 consecutive days, bring back signed travel card daily, have no outstanding sentences, complete a one page summary of “Why I should be on level 3,” maintain a C average in all classes, and have no missing work. Student should be attending approximately 3 mainstream classes at this time.

Level 3

The student is self-monitoring his/her behavior, is correcting thinking errors, and is actively participating as a role model. Student is available for all privileges and responsibilities, and will also receive 100 free points to spend in store every week.

Advancement: Student must receive 90% or higher for 20 consecutive days, stay on level for all 20 days, bring back signed travel card daily, complete a one page summary of “Why I should be on level 4,” maintain a C average in all classes, and have no missing work or outstanding sentences.

Level 4

The student is successful in most areas throughout the day and can problem solve effectively and self-regulate his/her behaviors. Student will be successfully attending 5 to 6 mainstream classes and has received no referrals for at least 6 weeks. The student can request an IEP meeting for a change in placement.

Probation Level

The student is choosing not to accept responsibility for his/her actions and/or is making unsafe choices. Student may be removed from the group depending on behaviors. Student is not available for store if they are on Probation Level during store time. Student will have a lunch in the cafeteria (lunch from home can be provided instead) and will remain at assigned table during lunchtime. He/she is not available for free time activities such as games or computer use.

Advancement: Student must have 3 successful days in a row (as per previous level) to go back on level. Ex: If student was on level 2, he/she would have to receive 85 points or higher for 3 days in a row to return to level 2. All travel cards need to be signed in order to receive credit for the score.

Choices That Can Place You on Probation

The following is a partial list and may be adapted depending on the students' needs. Staff will determine when a student is placed on probation:

Not returning required written consequences by the next school day, not returning their daily travel card, lying, cheating, aggressive words and/or actions, being sent back to EGC from a mainstream class for poor choices, receiving a referral, swearing, continual redirection, leaving area without permission, setting up peers, disrupting the learning of others.

Bonus Points

Bonus points are a way to provide students with concrete, observable positive reinforcement. When students are learning new behaviors, bonus points provide reinforcement necessary to encourage and reassure students to help them keep

practicing the new behavior. Bonus points are spent in the school store on Fridays. The student is available to spend points if they are on level.

There are many ways to earn bonus points in school environments. Some examples are:

- .. Being prepared for class
- .. Being on task
- .. Following directions
- .. Using appropriate tone of voice and language with peers and adults
- .. Respecting property
- .. Dealing appropriately with frustration
- .. Acknowledging mistakes and thinking errors
- .. Practicing target goal and behaviors
- .. Completing and turning in homework
- .. Returning daily evaluation signed by parent/guardian
- .. Appropriate behavior on the bus
- .. Working cooperatively
- .. Helpful actions for others
- .. Recognizing and correcting thinking errors
- .. Homeworkopoly
- .. Classroom bingo

Classroom Expectations

I can be **SAFE** by:

1. Keeping my hands and feet to myself.
2. Using materials appropriately and being in control of my body and aware of the people around me.

I can be **RESPECTFUL** by:

3. Using kind and appropriate words, volume, and tone of voice with students and staff.
4. Listening actively, giving positive responses and raising my hand to talk during class.
5. Taking care of my business only, staying out of others' business, and allowing other students to learn.

I can be **RESPONSIBLE** by:

6. Coming to class prepared with all necessary materials.
7. Being on task and following staff directions.
8. Solving problems productively and being accountable for my actions.
9. Completing my work on time.
10. Ignoring negative behavior.