

Gem Prep Culture Guide – Kindergarten – Grade 6



Gem Prep has a vibrant school culture where the value of academic achievement is palpable and our college-focused mission is ever present. Teachers and scholars alike share a joy of learning, and encourage each other towards excellence. We realize that creating a positive, safe, welcoming school culture is paramount to the success of our scholars and the well-being of our scholars.

Our school culture is focused on the positive and is proactive rather than reactionary. At the core of our school culture is our philosophy that we should focus on character development that promotes scholar respect for themselves and others.

To ensure scholars are well prepared to succeed in college, Gem Prep utilizes a Graduate Profile, which identifies the competencies scholars need to obtain by the time they graduate Gem Prep. The Graduate Profile states that scholars will be:

- Self-Aware, Self-Directed, and Self-Disciplined
- Creative Problem-Solvers
- Skilled Communicators and Collaborators

Further, each grade level band has a focus set that allows scholars to work toward developmentally appropriate competencies. In Kindergarten through Grade 3, scholars are working on “Mastering Fundamentals”. Scholars begin their education with small group instruction, coupled with personalized, cutting-edge technology. This combination provides the best possible learning environment to engage scholars and to help them rise to their potential. In Grades 4-6, scholars are focused on “Academics and Leadership”. Instruction is enhanced to emphasize scholar-centered learning, teamwork, and collaboration. Leadership development opportunities are built into the learning environment. Scholars grow in self-awareness and self-discipline as they prepare for their transition to 7th grade.

GEM INNOVATION

GRADUATE PROFILE

SELF-AWARE, SELF-DIRECTED, AND SELF-DISCIPLINED

- Demonstrates perseverance and endurance to engage in new learning toward academic, professional, and personal goals.
- Sets and meets realistic, measurable goals, makes adjustments as needed.
- Articulates strengths, weaknesses, abilities, and limitations as these apply to achieving plans and goals after graduation.
- Manages and balances time, resources and responsibilities.
- Owns their learning.

CREATIVE PROBLEM-SOLVER

- Independently and accurately identifies and researches problems in need of solutions.
- Analyzes problems by exercising critical thinking to formulate and ask pertinent questions.
- Develops solutions using innovative, inventive, and intuitive ideas and approaches.
- Independently seeks and uses a variety of resources, processes necessary to solve problems.
- Takes responsibility for actions and their consequences.
- Acts with integrity, honesty, and empathy.

SKILLED COMMUNICATOR AND COLLABORATOR

- Able to express thoughts and articulate ideas through verbal, non-verbal, written, and technological means for a variety of purposes and audiences.
- Able to work interdependently with and/or lead a variety of individuals to achieve an objective while displaying flexibility and willingness to understand and articulate alternate points of view.
- Engages in civic- and service-oriented activities.

COLLEGE READY

- Manages own learning by identifying options, evaluating opportunities, and organizing educational experiences that will enable them to work and live in a rapidly changing society.
- Experiences college coursework, ideally in pursuit of an AA degree by graduation.

Scholars will be acknowledged for exhibiting our school values, which enhance the school culture:

- Excellence
- Perseverance
- Integrity
- Kindness

To promote our values and competencies, Gem Prep has designed the following traditions.

Community Traditions	Description
Parent-Teacher Conferences	Parents will have parent-teacher conferences yearly.
Schoolwide Community-Building Activities	Scholars will participate in school-wide activities that build community and relationships with all staff members. Generally, the school and/or PTO hosts one event a month.
Independent College Prep (ICP)	It is critical for Gem Prep scholars to acquire the knowledge, characteristics, competencies, and mindsets necessary to be college and real-world ready. Out-of-class study time, also known as Independent College Prep (ICP), allows scholars the opportunity to develop competencies essential for success. Please see below an excerpt of ICP's full policy .
Student Council	Scholars in grades 5-8 will have the opportunity to apply and run for student council for a semester seat. During this time, the members will enhance the Gem Prep community academically and socially, and give back to the local community.
Monthly Assemblies	Scholars will participate in one monthly assembly to celebrate scholar achievement and growth, host guest speakers, and come together as a community.
Social-Emotional Curriculum	Gem Prep utilizes Caring Schools Community to teach social-emotional skills to all scholars.
Data Conferences	Scholars and teachers will discuss data goals for math, English language arts, science, social studies, social-emotional skills, and/or practicing school values bi-monthly.
Cross-Age Buddies	Scholars of different grades will pair as cross-age buddies working to develop social and emotional skills in different roles.
Circle	Scholars will participate in circle once a week for 30 minutes. During this time scholars will sit in a circle and practice problem-solving, sharing

	appreciations, and celebrated social-emotional skills. Staff also participate in circle for an hour once a month led by the principal. For more information, check out this guide.
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Gemstone Management System

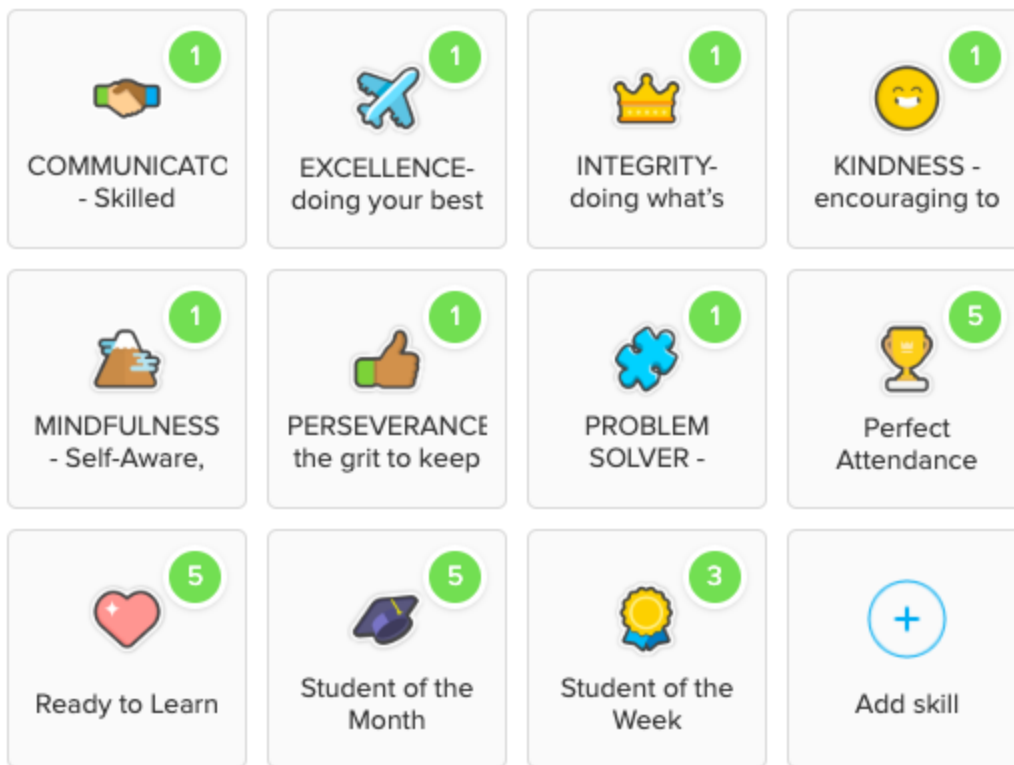
Educators are empowered to maintain classroom discipline, creating a positive teaching and learning environment with an emphasis on high expectations for behavior, performance, and mindset. Each staff member will utilize the Gemstone Management Plan, which will foster responsible decision-making skills, through the website/app [Class Dojo](#). At the beginning of your time at Gem Prep, your child's teacher will invite you to connect with your scholars, and then you will be identified as your child's parent/guardian and will not need to re-connect annually. We encourage families to download the app on their phone for free to get text messages notifications. The plan will include expectations for scholar behavior, classroom consequences for inappropriate behavior, and provisions for scholar conferencing and parent contact. Class Dojo is used to easily show scholars the rewards they are collecting and communicate with families. The teacher will establish and maintain consistent rules, aligned throughout the school. The teacher will follow the guidelines below to reinforce positive behavior and provide additional support, as needed.

*Note: Gem scholars call "Dojo points" Gemstones, and they are one in the same.

Positive Academic Reinforcements	
Positive Achievements by Level	Process of Recognition
<u>Level 3: School-Wide Recognition</u> Scholar of the Month: Teachers nominate one scholar once a month to be recognized in an assembly. - Teachers can nominate based on academic success, displaying school values consistently, graduate profile competencies, and/or growth mindset. Perfect Attendance: Scholars will be recognized for perfect attendance monthly.	Scholar of the Month: The scholar receives five Gemstones and a certificate announced during a monthly assembly for being a scholar of the month. Perfect Attendance: The scholar receives five Gemstones and a certificate announced during a monthly assembly for perfect attendance in the quarter so far. Attendance certificates reset at quarter.
<u>Level 2: Academic and Social-Emotional Grit</u>	Scholar of the Week: The scholar receives a scholar of the week certificate announced during a weekly class meeting

• Scholar of the Week: Teachers nominate one scholar once a week to be recognized in class. • Teachers can nominate based on academic success, displaying school values consistently, graduate profile competencies, and/or growth mindset.	for being nominated as scholar of the week.
School Values and Graduate Profile Positive Reinforcements	
<u>Level 1: Showcasing School Values and Gem Prep Graduate Profile Competencies:</u> School Values • <u>E</u>xcellence • <u>P</u>erseverance • <u>I</u>ntegrity • <u>K</u>indness Graduate Profile Competencies • Self-Aware, Self-Directed, and Self-Disciplined (Mindfulness) – showing time management, goal management, self-knowledge and focus • Creative Problem-Solver – motivation and resource management • Skilled Communicator and Collaborator – communicates well with others	School Values and Graduate Profile Competencies: If a scholar displays a school value and/or an aspect of the graduate profile in a way that is going above and beyond, he/she will receive recognition via Class Dojo and receive one Gemstone. • Scholars can be recognized for showcasing school values by all staff members during all aspects of the day, including, but not limited to: in the hallway, cafeteria, recess, class, specialists, etc. In Class Dojo, parents will see what teacher/staff gave the recognition and provide a time stamp to know where it occurred. • Scholars will receive five Gemstones daily for arriving at school, prepared, on-time and ready to learn.

Please note that Class Dojo positives are in alignment with the Culture Guide expectations as shown in the screenshot below. (Note: If the saying is too long, it does not show all of it in the image, but it is the same language used above.)



Violations Against School Culture

As a community of learners, our actions affect others. Similarly, one scholar's actions may affect a roomful of other scholars' learning. We know scholars need strong boundaries. Part of their development is to test those boundaries. In these situations, it's our job to confirm the boundaries and provide consequences for actions.

There are certain behaviors which violate our school culture of encouragement and consideration for others as we pursue excellence in academics; developing learning, literacy, and life skills. In order to ensure scholars have every opportunity to learn, we will handle these behaviors in a way that preserves the dignity of the disruptive scholar, our school-family, as well as protects and preserves the learning time of the rest of the scholars.

If a scholar repeatedly engages in behavior that violates the respect, emotional safety, or physical safety of others, we become concerned and act as a school community following the Level Support aspect of the Gemstone Management System listed below:

Negative Academic Responses	
Negative Actions by Level	Process of Response
<u>Level 1: Minor Inappropriate Academic Behavior</u> Wasting instructional time	<u>This order will be followed resetting daily:</u> 1. Verbal Warning

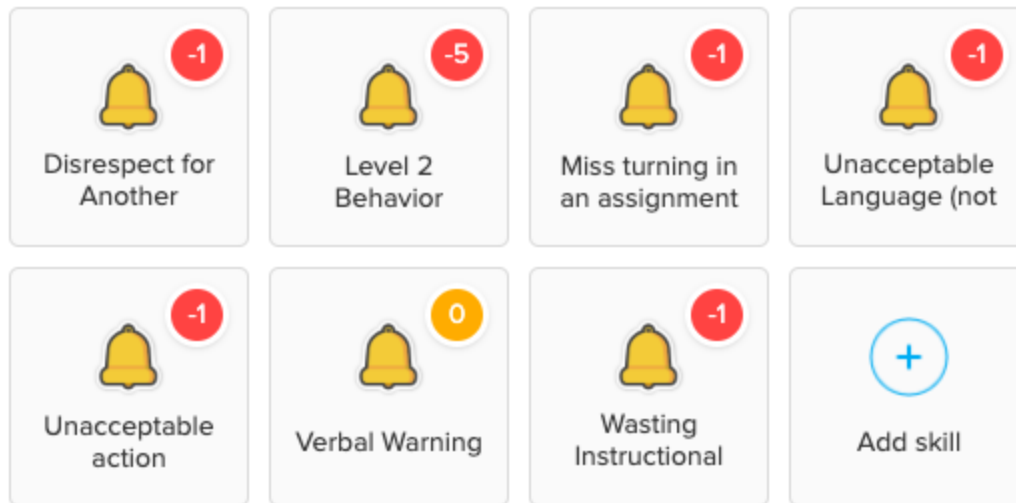
- Miss turning in an assignment Other - A behavior deemed by the supervisor to fit this level	- Individual Scholar Conference and lose Gemstones Reset opportunity (K-2 form)/Reset opportunity (grades 3-8) in class to support a change in behavior. A photo of the reflection completed during a reset will be shared with the family after completion via Class Dojo. - A scholar may miss up to 10 minutes of their recess to complete work after wasting instructional time or missing turning in an assignment. He/she will lose Gemstone in Class Dojo for the second time. - Gem Service – 1 hour on Wednesday
<u>Level 2: Severe Academic Behavior Needs</u> - Scoring less than the 15th percentile on any internal nationally normed assessment (ie: MAP, Istation) - Missing assignments for an entire week - Having attendance that is lower than 95% for the school year as measured throughout the year - Not displaying mastery on a weekly standards-based assessment (Gr 3-6) Other - A behavior deemed inappropriate at this level by a staff member - Chronic level 1 behaviors (Note: A behavior is chronic after it has occurred for 80% of all days over a week time frame, or 4 out of 5 days.)	<u>First Time in a Semester:</u> - Scholar calls parents with teacher to discuss infraction. - Documented in PowerSchool/electronically - College Prep Academy – 1 hour on Wednesday, as applicable <u>Second Time in a Semester:</u> - Scholar call parents with principal. A meeting will be set up with the teacher/principal/scholar/family to discuss the infraction and develop an academic intervention plan. - Documented in PowerSchool/electronically - College Prep Academy – 1 hour on Wednesday, as applicable <u>Third Time in a Semester:</u> - Moves to level 3 consequences Families will be communicated about any level 2 behavior via phone and/or in person.
<u>Level 3: Danger to Reaching College Prep Goal Academically and/or Impacting Others</u> <u>Academics</u>	See “Consequences for Level 3 Support”. This includes the possibility for developing an additional academic intervention plan, suspension, expulsion, or other disciplinary actions deemed appropriate by the principal, CEO, and/or school board.

• Not meeting intervention plan goals from “Level 2” due to effort • Attending school less than 85% of the time • Missing more than 25% of assignments within a month • Academic and/or social-emotional behavior is impacting other scholars’ ability to be successful at Gem Prep Other • Chronic level 2 behaviors (Note: A behavior is chronic after it has occurred for 80% of all days over a week time frame, or 4 out of 5 days.)	Families will be communicated about any level 3 behavior via phone and/or in person.
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Negative Graduate Profile Responses	
Negative Actions by Level	Process of Response
<u>Level 1: Minor Social-Emotional Behavior</u> • Unacceptable language (not to another person) • Unacceptable action • Disrespect for another scholar/adult Other • A behavior deemed by the supervisor to fit this level	<u>This order will be followed resetting daily:</u> 1. Verbal Warning 2. Individual Scholar Conference 3. Reset opportunity (K-2 form)/Reset opportunity (grades 3-8) in class to support a change in behavior. A photo of the reflection completed during a reset will be shared with the family after completion via Class Dojo. 4. A scholar may miss up to 10 minutes of their recess to give back to his/her community through service. He/she will lose Gemstones in Class Dojo for the second time. 5. Gem Service – 1 hour on Wednesday
<u>Level 2: Inappropriate Social-Emotional Behavior Directed Towards Others</u> • Intentionally hitting another scholar/adult • Damage to school property	<u>First infraction in a Semester:</u> • Scholar calls parents with teacher to discuss infraction. • Documented in PowerSchool/electronically • Gem Service – 1 hour on Wednesday <u>Second infraction in a Semester:</u>

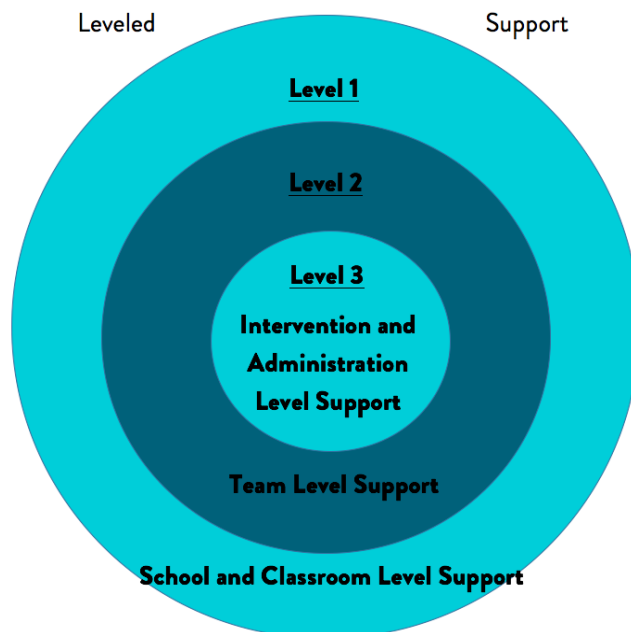
• Inappropriate gestures directed toward scholar/adult • Harassment (see definition below) • Aggressive play (pushing, shoving, trying to hurt) Other • A behavior deemed inappropriate at this level by a supervisor • One Bus citation • Chronic level 1 behaviors (Note: A behavior is chronic after it has occurred for 80% of all days over a week time frame, or 4 out of 5 days.)	• Scholar call parents with principal. A meeting will be set up with the teacher/principal/scholar/family to discuss the infraction and create a behavior intervention plan after completing a Functional Behavioral Assessment. • Documented in PowerSchool/electronically • Gem Service – 1 hour on Wednesday <u>Third infraction in a Semester:</u> • Moves to level 3 consequences Families will be communicated about any level 2 behavior via phone and/or in person.
<u>Level 3: Danger to Self or Others Socially and/or Emotionally</u> • Physical contact (fighting, hitting, kicking) • Illegal acts (weapons, vandalism, drugs, etc.) • Bullying (see definition below) • Inappropriate throwing of objects • Verbal/written threats • Leaving designated area/campus without permission Other • Chronic level 2 behaviors (Note: A behavior is chronic after it has occurred for 80% of all days over a week time frame, or 4 out of 5 days.) • Two bus citations within a year	1. See “Consequences for Level 3 Support”. This includes the possibility for suspension, expulsion, or other disciplinary actions deemed appropriate by the principal, CEO, and/or school board. Families will be communicated about any level 3 behavior via phone and/or in person.

Please note that Class Dojo “needs work” are in alignment with the Culture Guide expectations as shown in the screenshot below for level 1 and level 2. (Note: If the saying is too long, it does not show all of it in the image, but it is the same language used above.)



Visual for Leveled Support

Scholars will receive leveled support to empower them to develop our school values and graduate with our graduate profile competencies. When redirection is needed, staff will respond based on the above chart with the following visual in mind. It is important to note that most scholars will fall into the Level 1 level of needed support, handled in the classroom, but if scholars need more intensive support, staff will have the tools and system to provide this in a way that is helping the scholar develop lifelong skills to be successful independently.



Gem Service Opportunities Explained

Gem Service Opportunities are designed to provide additional support for scholars needing to be redirected in what would be after school hours for scholars. Scholars will build relationships

with staff and contribute to the success of our community with their redirected time. Gem Service is run every Wednesday by a teacher and/or partner-teacher from 1:15-2:15pm and a parent will be notified and confirm they can pick-up their scholar at that time. Some examples of Gem Service Opportunities may include, but are not limited to:

- Pick-up trash on the playground
- Clean tables in lunchroom
- Take out trash
- Refresh a bulletin board
- Clean door handles in the school
- Sweep and mop in the cafeteria

College Prep Academy Explained

Scholars who show the need for remediation or additional academic support will be required to take the College Prep Academy on Wednesdays from 1:15-2:15 pm and 2:15-3:15 pm. This class may be provided as a part of a scholar's academic intervention plan and/or for not displaying mastery on a weekly standards-based assessment. Scholars will receive tutoring during this time in order to reach college-prep rigors in future weeks. Scholars may take this class one time or be required to take it most weeks in a year depending on the scholar's need and progress displayed in the academic intervention plan.

Consequences for Level 3 Support

Gem Prep follows state law (Idaho Code 33-205) that outlines "code of conduct" including expectations and consequences for unacceptable behavior. Suspension or expulsion will be considered only as a final option in a series of efforts to avoid such measures including, but not limited to, the following steps:

1. Parent/Guardian notification by Teacher/Staff (written and/or verbal).
2. Parent/Guardian notification by Teacher/Staff/Principal (written and/or verbal) and Parent/Teacher/Principal will have a conference.
3. Parent/Teacher/Principal will develop an individual behavior and/or academic plan.
4. Possible in or out of school suspension and prior to suspension if needed the principal shall grant an informal hearing on the reasons for the suspension and the opportunity to challenge those reasons. Parent notification suspension not to exceed five (5) school days in length.
5. Re-admission after conference with Scholar/Parent/Principal. Possible additional ten (10) days suspension by the school's board of directors and provided, that on a finding by the school's board of directors, that immediate return to school attendance by the suspended scholar would be detrimental to other pupils' health, welfare or safety, the board of directors may extend the suspension for an additional five (5) school days. Readmission after conference with scholar/ Parent/Principal.
6. Expulsion (Idaho code 33-205) by the school's board of directors by written notice to the Parent/Guardian of the scholar stating the grounds for expulsion and the time and place where such Parent/Guardian may appear to contest the action of the board. Length of expulsion to be determined by the school's board.
7. Readmission after meeting with school's board of directors/Principal prior to end of expulsion.

Violations including Imminent Harm

If a scholar engages in behavior that is unsafe, violent, and/or disruptive to learning, brings a weapon to school, brings drugs or alcohol to school, engages with another scholar or staff in a sexual manner, attacks another scholar, or attempts physical harm to themselves, etc., administration will intervene immediately.

In instances of this nature, administration will follow the Idaho Education Code and discuss immediate next steps which may include: contacting parents, consequences, suspension, expulsion, threat assessment, law enforcement, mental health assessment, and/or social services.

In most circumstances, scholars will be suspended for the remainder of the day while a decision is made about consequential disciplinary actions. If no one is available to pick up the scholar, the scholar will be suspended for an additional day. When warranted, law enforcement will be contacted.

Suspension

A suspension is the temporary removal of a scholar from school for a violation of school policies or rules. Suspensions are generally imposed by the principal and are considered absences.

Expulsion

Any scholar who is a habitual truant, incorrigible, and continually disruptive of school discipline, disrupts the instructional process, or whose presence is a detriment to the health and safety of other scholars may be denied attendance by expulsion. Expulsion is removal from school for a determined period of time (usually a semester or year). Only the board of directors can make this decision. If a scholar is being referred for expulsion the parent/guardian will receive the following: notice of charges, explanation of recommendation, opportunity to express their point of view at the school level. If it is still deemed necessary to refer for expulsion, the scholar will attend a hearing before the board of directors to determine continued attendance or removal from school. (A child is considered incorrigible when the child repeatedly or habitually disobeys the direction of a teacher, staff member, administrator, or parent volunteers. Incorrigible behavior will be defined as repeated actions that are disruptive, dangerous, disobedient, or ignore a lawful command.)

The school will not admit, prior to the end of one (1) expulsion period, any scholar who has been expelled from another school or district for violating the federal Gun Free Schools Act of 1994. Should any scholar wish to challenge that decision, he/she will be entitled to a hearing before the appropriate party. When a scholar misbehaves, the teacher will handle the scholar through assertive discipline, posted class rules, and fair enforcement. If the scholar does not comply, the teacher will contact the scholar's parents to enlist parent/guardian support. If disruptive behavior continues, the scholar will be referred to the administration.

Readmission

After an expulsion, a scholar may be eligible for readmission prior to the end of expulsion. Readmission may occur after a meeting with the Gem Prep Board of Directors and Principal.

Any pupil having been denied enrollment or expelled may be enrolled or readmitted to the school by the Board of directors upon such reasonable conditions as may be prescribed by the Board, but such enrollment or readmission shall not prevent the Board from again expelling such scholar for cause.

Harassment

Gem Prep is committed to maintaining a school environment free of harassment based on race, color, religion, national origin, gender, sexual orientation, or disability. Harassment by administrators, certified and support personnel, scholars, vendors and other individuals at school or at school-sponsored events is strictly prohibited. Gem Prep requires employees and scholars to conduct themselves in an appropriate manner with respect to their fellow employees, scholars and all members of the school community.

In general, harassment includes communications such as jokes, comments, innuendos, notes, display of pictures or symbols, gestures, or other conduct that offends or shows disrespect to others based upon race, color, religion, national origin, gender, sexual orientation, or disability. It is also important for individuals to make it clear to others when a particular behavior or communication is unwelcome, intimidating, hostile or offensive.

Harassment and Retaliation Prohibited Harassment in any form or for any reason is absolutely forbidden. Persons who engage in harassment or retaliation may be subject to disciplinary action, including, but not limited to reprimand, suspension, expulsion or other sanctions as determined by the school administration and/or Board of Directors.

Bullying

Gem Prep is committed to providing a safe learning environment for scholars. State law and Gem Innovation Schools board policy prohibits any form of harassment by any scholar or staff member which is meant to demean, degrade, embarrass or cause humiliation to any scholar or staff member. The School will maintain an educational environment in which bullying and cyberbullying in any form is not tolerated.

Bullying occurs when a scholar is exposed, repeatedly and over time, to negative actions on the part of one or more other scholars. In bullying incidents, there is an imbalance of real or perceived power, such that the victim has a hard time defending him/herself against the tormentors. Bullying behaviors include, but are not limited to:

Physical: kicking, shoving, hair-pulling, hitting, slapping, biting, tripping, stealing, spitting or damaging possessions;

Verbal: name calling, taunting, put-downs, teasing, threats, rumors, sarcasm, gossiping, ethnic slurs or betraying a confidence;

Emotional: mocking, laughing, imitating, rejecting, humiliation, excluding, social isolation, writing notes, emails, text messages, dirty looks or hand signs;

Cyberbullying includes, but is not limited to, the following misuses of technology: harassing, teasing, intimidating, threatening or terrorizing another scholar or staff member by way of any technological tool, such as sending or posting inappropriate or derogatory email messages,

instant messages, text messages, digital pictures or images or website postings (including blogs) which has the effect of:

- Physically, emotionally or mentally harming a scholar or staff member;
- Placing a scholar or staff member in reasonable fear of physical, emotional or mental harm;
- Placing a scholar or staff member in reasonable fear of damage to or loss of personal property;
- Creating an intimidating or hostile environment that substantially interferes with a scholar's educational opportunities.

Anyone who engages in bullying or cyberbullying shall be subject to appropriate discipline. Scholars who have been bullied or cyberbullied shall promptly report such incidents to any staff member. Complaints of bullying or cyber-bullying shall be investigated promptly and corrective action shall be taken when a complaint is verified. Neither reprisals nor retaliation shall occur as a result of the submission of a complaint.

Scholars with Special Needs

A scholar identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for disciplinary action, including suspension and expulsion, and is accorded the same due process procedures applicable to regular education scholars except when federal and state law mandates additional or different procedures. The School will follow the IDEA, Section 504, and all applicable federal and state laws, including the procedures outlined in the Idaho Special Education Manual, when imposing any form of discipline on a scholar identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such scholars.

All Scholars Can Reach Success

Gem Prep believes in fostering young peoples' growth and development, therefore, this document was created to guide and support all participating in Gem Prep scholar's life. Gem Prep believes all scholars can reach high-levels of success and this is used as a guide to help scholars reach success in and through college.

Scholars will receive leveled support to empower them to develop our school values and graduate with our core attributes. When redirection is needed, staff will respond based on the above chart with the following visual in mind. It is important to note that most scholars will fall into the Level 1 level of needed support, handled in the classroom, but if scholars need more intensive support, staff will have the tools and system to provide this in a way that is helping the scholar develop lifelong skills to be successful independently.