

East Greenwich Township Schools

Social Emotional Learning & Character Education

The East Greenwich Township School community is dedicated to providing positive support systems to our students. The six traits of respect, responsibility, integrity, perseverance, acceptance, and kindness are highlighted and infused in our character education and social emotional learning curriculum.

Social Emotional Learning

Zones of Regulation

The Zones of Regulation is a curriculum that is infused in the social emotional curriculum for grade pre-K to 3. The Zones of Regulation consists of 18 lessons that systematically teaches self-regulation strategies for students. The Zones framework categorizes the different ways we feel and enhances student awareness of their own emotions and coping strategies in order to self-regulate. Self-contained and grade 4-6 students who struggle with self-regulation will continue to be supported with the language, strategies, and tools as a means of intervention.

There are four zones of color that reflect different states of emotional levels. Green is "good to go", yellow is "caution", red is "stop and regain control", and blue is "need to recharge". Students learn to identify the different zones, reflect on their body language and feelings while in each zone, and develop tools and strategies to regulate themselves.

Sanford Harmony

The Sanford Harmony Program is an award-winning program developed by the National University. Sanford Harmony is an instructional program with a curriculum designed for pre-K to 6th grade to develop social-emotional skills.

The program consists of two components: daily practices and weekly lessons. All curriculum aligns with CASEL's five core competencies of social emotional learning.

The Sanford Harmony lessons consist of five units: diversity & inclusion, empathy & critical thinking, communication, problem solving, and peer relationships. Students participate in daily community building through Clark Connect and Mickle Meet. Lessons are conducted weekly. In grades pre-K to 2, students typically participate in exercises and activities or read a story to connect their learning to the experiences of the characters in the story. The students are able to make real-life connections through the activities and stories in order to apply their learning to their own

interactions. In grades 3-6, the students exclusively participate in exercises and activities that allow them to make connections to apply to their own lives. Activities and exercises rely on partner or group work to allow for students to have authentic interactions with their peers.

The Sanford Harmony everyday practices are brief, daily class meetings. The purpose of which is to build a sense of community and build relationships within the classroom. Meet Up is a daily forum where students gather to share experiences, solve problems, and build community. During the first Meet Up, classes work together to create Harmony Goals together for their class. These goals reflect how everyone wants to interact and be treated by one another. Harmony Goals are referenced on a daily basis. Buddy Up is a peer buddy system that intentionally creates opportunities for students to get to know one another, connect, collaborate, and learn together. The Buddy Up system allows for all of the students the opportunity to work with all of their classmates on an individual basis. Quick Connection Cards provides students with the opportunity to talk, share, think, and collaborate with their peers in a fun and engaging way.

Sanford Harmony also provides a strong home-school connection and valuable resources that can support families at home during in-school, hybrid, and remote instruction. Please see Sanfordharmony.org for more information.

Digital Citizenship

As a result of our lives relying significantly on technology, digital citizenship has been a new addition to our SEL curriculum. The lessons and materials have been taken from Common Sense Education. The lessons provide interactive lessons and activities for students to address timely topics and prepare students to take ownership of their digital lives.

Growth Mindset

The growth mindset unit is paired with the character trait of perseverance. The growth mindset units are taken from Mindset Works. The goal of growth mindset is to be aware of a fixed mindset versus a growth mindset and develop strategies and matras that allow students to develop strategies of positive self-talk and goal setting.

Character Education

Buzzworthy Student Recognition Program

District-wide, the schools participate in the Buzzworthy Student Recognition Program. One boy and one girl per grade level are recognized for exemplifying our monthly character traits at our school board meetings. Buzzworthy students are nominated by their grade level or special area teachers for each of our six character traits. Buzzworthy students are highlighted in the monthly newsletter and their pictures are displayed in each building. Buzzworthy students also have the opportunity to assist with a variety of leadership activities throughout the year.

Buzz Bucks

All staff members are encouraged to hand out Buzz Bucks to students who demonstrate positive behavior, giving 100 %, and being a role model student. Teachers may reward students for demonstrating this behavior in the bus lanes, in the hallways, during lunch/recess, and in the classroom. Students should write their name on the back of the "Buzz Buck" and place it into their homeroom's "Buzz Bank." Buzz Bucks are randomly drawn and students may be rewarded after being selected.

Positive Office Recognition

The Jeffrey Clark School and the Samuel Mickle School participate in positive office recognitions. Students will be recognized for exemplifying behavior that reflects our six character traits. Teachers will acknowledge one student a week to be recognized by administrators and parents.

School Traits Posters and Codes

School traits posters will be on display throughout the building for easy reference for the students and staff. The posters connect the traits to the Clark Code at Jeffrey Clark and the HORNET's Code at Samuel Mickle.

Jeffrey Clark

East Greenwich Township School District
Jeffrey Clark School

C	L	A	R	K
Care and Be Kind.	Learn and Grow Responsibly.	Accept, Forgive & Tell the Truth.	Respect Yourself & Others, Too.	Keep Trying Your Best in All You Do!

Integrity

I can tell the truth.

Responsibility

I can be responsible with my whole body.

Respect

I can treat others as I want to be treated.

Kindness

I can care and be kind.

Acceptance

I can accept and forgive.

Perseverance

I can keep trying my best in all I do.

created on 

RESPECT * KINDNESS * RESPONSIBILITY * ACCEPTANCE * INTEGRITY * PERSEVERANCE

Samuel Mickle

East Greenwich Township School District
Samuel Mickle School

H	O	R	N	E	T
Have Integrity in thoughts words and actions.	Own responsible actions and promote peaceful problem-solving.	Respect self and others.	Nourish an environment of kindness.	Encourage acceptance and inclusion.	Try to persevere every day.

Integrity

Have integrity in thoughts, words, and actions.

Responsibility

Own responsible actions and promote peaceful problem-solving.

Respect

Respect self and others.

Kindness

Nourish an environment of kindness.

Acceptance

Encourage acceptance and inclusion.

Perseverance

Try to persevere every day.

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School Pledge

Each school has designed a pledge that reflects the traits based on the Clark Code and the Hornet's Code. It is recited every day during the morning announcements and reinforces the values of the six traits.

Clark Kids Pledge



**Care and Be Kind
Learn and Grow Respectfully
Accept, Forgive & Tell the Truth
Respect Yourself & Others, Too.
Keep Trying Your Best in All You Do.
We are Hornets!**



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Samuel Mickle School Pledge



**This day is mine fresh and new.
I can learn from it and you can, too.
I will have integrity in thoughts, words, and
actions. I will own responsible actions and
nourish an environment of kindness. I will
encourage acceptance and inclusion and
try to persevere every day.
We are hornets!**



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Clear Rules and Expectations

In the Classroom

Within the Sanford Harmony curriculum and daily routines, each class works together to create classroom rules, called Harmony Goals on the first day during Meet Up. The goals reflect how everyone wants to interact and be treated by one another. The goals will be referred to daily. These goals guide the class every moment of the day, whether it is during Meet Up, Buddy Up, or any other time throughout the day.

In the Building and Bus

Displayed around the building are signs that identify ways that students can be safe in that designated area. Signs have 3-4 rules that consist of simple and easy to understand language with visuals for even our youngest students to understand.

Hornets can be safe in the hallway:

- Have a quiet mouth, listening ears, and a safe body
- Respect others' personal space
- Pass others on the right
- Walk in a straight line with your eyes forward

Hornets can be safe in the bathroom:

- Wash your hands
- Have a quiet voice
- Respect others' personal space
- Keep water and trash off of the floor

Hornets can be safe on the bus:

- Have a safe body
- Wear a seatbelt
- Stay in assigned seat

Hornets can be safe in the cafeteria:

- Have a calm voice, listening ears, and a safe body
- Stay in your assigned seat
- Respect others' personal space
- Be responsible with your food and trash

Hornets can be safe at recess:

- Use listening ears
- Have a safe body
- Stay in assigned area
- Respect others' personal space

We can be Hornets at home:

- Show up on time.
- Find a quiet place.
- Use kind words and listening ears.
- Camera on, microphone off unless directed to do otherwise.
- Be prepared to learn with materials and assignments.

Logical Interventions and Restorative Justice

The East Greenwich Township Schools strives to support the instruction of students in the academic, social and behavioral skills needed for students to be successful in school and as citizens of the community. In the event of a behavioral infraction, teachers, staff and administration will provide a series of logical interventions that include:

- **Clark Reset & Repair:** sensory/brain/gross motor break to reset
- **Mickle Mindfulness:** mindfulness break to reset, staff member involved can assist or request help
- **Sanford Harmony Community Check-Ins:** class community check-ins that are conducted daily and as needed in order to address conflicts or problems within the class community.
- **Reflect & Connect:** student completes a form that is designed to reflect on their actions, understand how their actions affected others, and allows them to set goals for the future.
- **Student Conference:** conversation that is conducted with an adult and the student that is guided by questions that allows the student to role-play and/or reflect on their actions. Conferences are conducted in partnership with the reflect & connect form.
- **Apology Restitution:** student makes amends for negative actions by taking responsibility to correct the problem created by the behavior through verbal or written declaration of remorse.
- **Corrective Restitution:** student completes a task that compensates for the negative action and triggers a desire to revisit the negative behavior (e.g. clean up, helping another person, etc).
- **Behavior Contract:** A written/verbal contract for the student with stated goals, objectives, and outcomes for the student to develop the necessary skills to address the stated incident.
- **Check In/Out:** Daily contact with an assigned adult in the school. The student sees the adult before the school day starts, as well as at the end of the day. Often a behavior rating sheet is used to monitor and reinforce behavior goals.
- **Daily/Weekly Report:** A report that identifies goal(s) for the students. The student tracks their ability to meet expected behaviors throughout the day or week. The report is sent home for parent/guardian reinforcement.

Character Development Throughout the Year

Week of Respect

The Week of Respect is scheduled for October 4-8, 2021. The Week of Respect is celebrated by all schools in New Jersey. The East Greenwich Township School District observes this week by providing age-appropriate activities and instruction focused on character development and bullying prevention.

Great Kindness Challenge

The Great Kindness Challenge is scheduled for January 24-28, 2022. The Great Kindness Challenge is a proactive and positive bullying prevention initiative that improves school climate and increases student engagement. The program encourages students to engage in as many acts of kindness as possible during the one week period to show that kindness matters.

Red Ribbon Week

Red Ribbon Week is scheduled for October 25-29, 2021. It is the nation's largest and oldest drug prevention awareness program. Red Ribbon Week incorporates activities and lessons that raise awareness of drug prevention.

Lunch Bunch

Lunch Bunch is an organization that provides students with the opportunity to be leaders and role models within their school community. The organization encourages students to develop, plan, and coordinate spirit activities, service projects, and fundraisers that will support both local and national communities. Our students develop a sense of pride and ownership in all that we plan throughout the year. Lunch Bunch is a fantastic stepping stone for middle school, high school, and future endeavors.

L.E.A.D Program

The Law Enforcement Against Drugs (L.E.A.D.) program is a collaborative effort by LEAD certified law enforcement officers, educators, students, parents, and the community to offer an educational program in the classroom to prevent or reduce drug abuse and violence among children and youth.