



GRANT HIGH SCHOOL
School Climate Handbook
2018-2019

SCHOOL CLIMATE, RESTORATIVE JUSTICE, & STUDENT DISCIPLINE

Schoolwide Values & Expectations

Grant High School is in the third year of establishing school-wide behavioral beliefs and expectations. As a school, we believe that Generals LEAD- Live to learn, Engage with purpose, Advocate for self and others, Demonstrate with passion, and we hold all members of our school community to these expectations.

Teachers are expected to assist the administrative staff in explaining, reviewing, and upholding schoolwide student conduct expectations in their classroom, hallways, and throughout the Grant community. Teachers should establish and enforce clear classroom rules that are consistent with, and support Generals LEAD. Expectations must be designed to promote a culture of learning, and a classroom environment of respect and rapport.

As a community, we believe it is important to remember the following key points:

- **High expectations for all students:** every one of our students has the capacity to act with consistent respect for themselves and others, in a way that preserves and contributes to the benefit of the whole community. We will seek to help our students cultivate this regard for self and community in action.
- **Focus on relationship:** Strong relationships (student-staff, student-student, school-family) can prevent many discipline issues, and are essential to resolving the ones that do crop up. We seek to support the full participation and inclusion of each student in a way that demonstrates our regard for their essential value as whole human beings and community members.
- **Multiple perspectives:** We recognize that individual people (within and between races, cultures, families and other groups) have different communication styles and preferred ways of interacting in both social and formal situations. We (as staff) seek to be aware of our own culturally-based expectations for how things “should” look, and how these may be similar to/different from those of individual students and families. When we’re unsure, we seek to ask questions rather than making assumptions. We replace judgment with curiosity.
- **Restorative Intervention:** The focus of restorative intervention (in the classroom, the community, and at the administrative level) is on the rebuilding and restoration of positive impactful relationships with-in our community (student-student, student-teacher, and other)pre/post-incident. This does not mean that poor choices are consequence-free, but that the **focus** is on positive impactful dialogue within the Grant community with the hope of strong influence and encouragement towards students to make better decisions , not on punishment.

Grant Behavioral Expectations and Acknowledgement Systems:

Students are expected to act in a way that allows teachers to teach and students to learn. Student behavior expectations apply to students whenever they are:

- Present in any PPS school or on property of the school district
- At any school-sponsored activity, regardless of location, including traveling to and from within a reasonable period of time

Students and staff share a responsibility for upholding these expectations. All students and teachers engage in quarterly activities that promote student awareness and understanding of the Generals LEAD expectations. Student leaders showcase the LEAD principles and discuss different opportunities to demonstrate LEAD in action. The major objective of these lessons is to help students and staff recognize

their role in contributing to and upholding a positive school climate and community.

Teachers will also utilize the [Generals LEAD in the classroom](#) to help students connect the LEAD principles to student learning and academic success.

When students demonstrate these qualities, we encourage *all* staff to acknowledge it. Our goal is for each student to receive positive recognition at least once during the academic school year in the form of a postcard. The postcard program is an opportunity for any staff member to share a student success with their family by mailing a pre-addressed postcard home. We also honor 4 students each quarter with the *'LEAD student of the season.'* Teachers nominate students for this honor by recognizing the LEAD attribute they have demonstrated.

Generals LEAD	Hallways & Common Areas	Classrooms	Community	
LEARN: Live to learn	Students: <ul style="list-style-type: none"> We have positive interactions with students, staff, and guests. We walk with purpose to our destination. We have a hall pass when we are outside of the classroom. 	Students: <ul style="list-style-type: none"> We are on time, prepared, and ready to learn. We treat our classroom with respect and care. We keep track of assignments, deadlines, and activities. We will always do our best work. 	Students: <ul style="list-style-type: none"> We participate in educational opportunities outside of school. 	
	Staff: <ul style="list-style-type: none"> We have positive interactions with students, staff, and guests. We support all students to arrive to class on time. We provide hall passes appropriately. 	Staff: <ul style="list-style-type: none"> We teach bell to bell. We encourage and respect student voice and perspective. We communicate our expectations orally and in written language. We provide timely feedback to support student work. 	Staff: <ul style="list-style-type: none"> We identify educational opportunities outside of school. 	
	Students: <ul style="list-style-type: none"> We acknowledge and greet others with respect. We support each other. 	Students: <ul style="list-style-type: none"> We are on time, prepared and ready to learn. We participate and take advantage of opportunities for learning. We take academic risks and are open to challenges. 	Students: <ul style="list-style-type: none"> We actively contribute to our community. We represent Grant High School with pride when we visit, volunteer, and attend events in our community and at other schools. 	
	Staff: <ul style="list-style-type: none"> We are visible and present in the hallways. We model our best self to our students, families, and 	Staff: <ul style="list-style-type: none"> We teach bell to bell. We provide engaging, culturally relevant instruction. We support all students and challenge them to take risks. 	Staff: <ul style="list-style-type: none"> We create educational opportunities connected to the community. We engage with parents and community partners to collaborate on student success. 	
	ENGAGE: Engage with purpose	Students: <ul style="list-style-type: none"> We acknowledge and greet others with respect. We support each other. 	Students: <ul style="list-style-type: none"> We are on time, prepared and ready to learn. We participate and take advantage of opportunities for learning. We take academic risks and are open to challenges. 	Students: <ul style="list-style-type: none"> We actively contribute to our community. We represent Grant High School with pride when we visit, volunteer, and attend events in our community and at other schools.
		Staff: <ul style="list-style-type: none"> We are visible and present in the hallways. We model our best self to our students, families, and 	Staff: <ul style="list-style-type: none"> We teach bell to bell. We provide engaging, culturally relevant instruction. We support all students and challenge them to take risks. 	Staff: <ul style="list-style-type: none"> We create educational opportunities connected to the community. We engage with parents and community partners to collaborate on student success.
		Students: <ul style="list-style-type: none"> We have positive interactions with students, staff, and guests. We walk with purpose to our destination. We have a hall pass when we are outside of the classroom. 	Students: <ul style="list-style-type: none"> We are on time, prepared, and ready to learn. We treat our classroom with respect and care. We keep track of assignments, deadlines, and activities. We will always do our best work. 	Students: <ul style="list-style-type: none"> We participate in educational opportunities outside of school.
		Staff: <ul style="list-style-type: none"> We have positive interactions with students, staff, and guests. We support all students to arrive to class on time. We provide hall passes appropriately. 	Staff: <ul style="list-style-type: none"> We teach bell to bell. We encourage and respect student voice and perspective. We communicate our expectations orally and in written language. We provide timely feedback to support student work. 	Staff: <ul style="list-style-type: none"> We identify educational opportunities outside of school.

**ADVOCATE:
Advocate for self
and others**

	colleagues.		
	<p>Students:</p> <ul style="list-style-type: none"> We encourage each other to make safe, healthy, and responsible decisions. We help maintain a safe, clean, and positive building. 	<p>Students:</p> <ul style="list-style-type: none"> We interact positively and empathetically with each other We ask for, and offer help We think about how our words and actions impact others. 	<p>Students:</p> <ul style="list-style-type: none"> We support others to take ownership of their words and actions. We are role models for our peers and younger students. We will report health and safety concerns.
	<p>Staff:</p> <ul style="list-style-type: none"> We are responsible for every student at Grant High School. We help maintain a safe, clean, and positive building. 	<p>Staff:</p> <ul style="list-style-type: none"> We remind and re-teach to support students. We seek out resources and collaborate to support student achievement. We think about how our words and actions impact others. 	<p>Staff:</p> <ul style="list-style-type: none"> We share responsibility for all students success. We celebrate and acknowledge our success and opportunities. We replace judgement with curiosity.
	<p>Students:</p> <ul style="list-style-type: none"> We produce and share our work and accomplishments. We walk with purpose to our destination. 	<p>Students:</p> <ul style="list-style-type: none"> We are committed to discovering our passion We challenge ourselves. We dare to be great. 	<p>Students:</p> <ul style="list-style-type: none"> We find ways to contribute to the Grant community. We build community with each other We are connected with each other in our activities
	<p>Staff:</p> <ul style="list-style-type: none"> We celebrate student work and accomplishments. We celebrate staff work and accomplishments. 	<p>Staff:</p> <ul style="list-style-type: none"> We encourage students to identify their passion and goals. We provide students with multiple opportunities to identify their passion. We share our passion with our students 	<p>Staff:</p> <ul style="list-style-type: none"> We invest and contribute to our community. We support our students outside of the classroom

**DEMONSTRATE:
Demonstrate
your passion**

Teachers are responsible for maintaining and upholding the LEAD standards within their classroom. Classroom expectations are outlined in their syllabus and in a classroom management plan.

Student Discipline

School personnel and parents/guardians share the responsibility for supporting and encouraging students' positive behavior. Teachers support students using classroom based interventions that encourage and reinforce our schoolwide expectations in Generals LEAD. Sometimes more intensive intervention is necessary to support student growth. When student behaviors significantly interfere with academic and social success, staff will intervene early and identify strategies, interventions, and support that address the behavior, while minimizing a loss to instructional time.

The foundation of our school's interventions is built from CR-PBIS and Restorative Practice.

CR-PBIS:

- Develops school wide policies that are proactive, preventative and restorative
- Explicitly teaches what is expected
- Actively acknowledges students when they are following the expectations
- Instructionally correct kids when they are not following the expectations

Restorative Practice:

- Community building and peacemaking practices
- Builds trusting relationships
- Encourages student accountability through collaboration with staff, peers, and family
- Repairs harm by engaging all stakeholders

Minor/Stage 1 & Major/Stage 2 Incidents Definitions and Example

Minor incidents, or Stage 1 referrals, are behaviors or actions that disrupt the classroom or the school building. They may also impede or lower the quality of education within the classroom or school building. At Grant, our most common misbehaviors are:

BEHAVIOR	DEFINITION
<i>Academic integrity</i>	Representing another person's work as your own
<i>Electronic use</i>	Electronic use inappropriate to clearly-stated class expectations
<i>Mild defiance</i>	Behavior that is disruptive to learning of self or others
<i>Not following instructions</i>	Not engaged in learning even after instructions and purpose are clarified
<i>Talking excessively</i>	Talking that silences, distracts, or disrupts learning

Major incidents, or stage 2-3 referrals are behaviors and/or actions that present a health and safety concern to the students, classroom or school building. The behaviors and/or actions intentionally prevent a teacher from providing instruction to all students and/or present intentional defiance to school expectations. Abusive/profane language, bullying, drugs & alcohol, fighting, harassment, property damage, or theft are all examples of major incidents. A repeated minor incident can become a major incident if the classroom based interventions are not successful. A complete list is outlined in the [PPS Student Rights & Responsibilities](#) handbook.

Referral Process for Minor & Major incidents

Minor Incident/Stage 1: Minor incidents are expected to be managed by the classroom teacher. Teachers will utilize a variety of strategies (listed below) to re-direct and support the expected behavior. Minor incidents, and the interventions used, should be documented using the tools available in Synergy. Below are our school's guidelines to help you address minor incidents in your classroom:

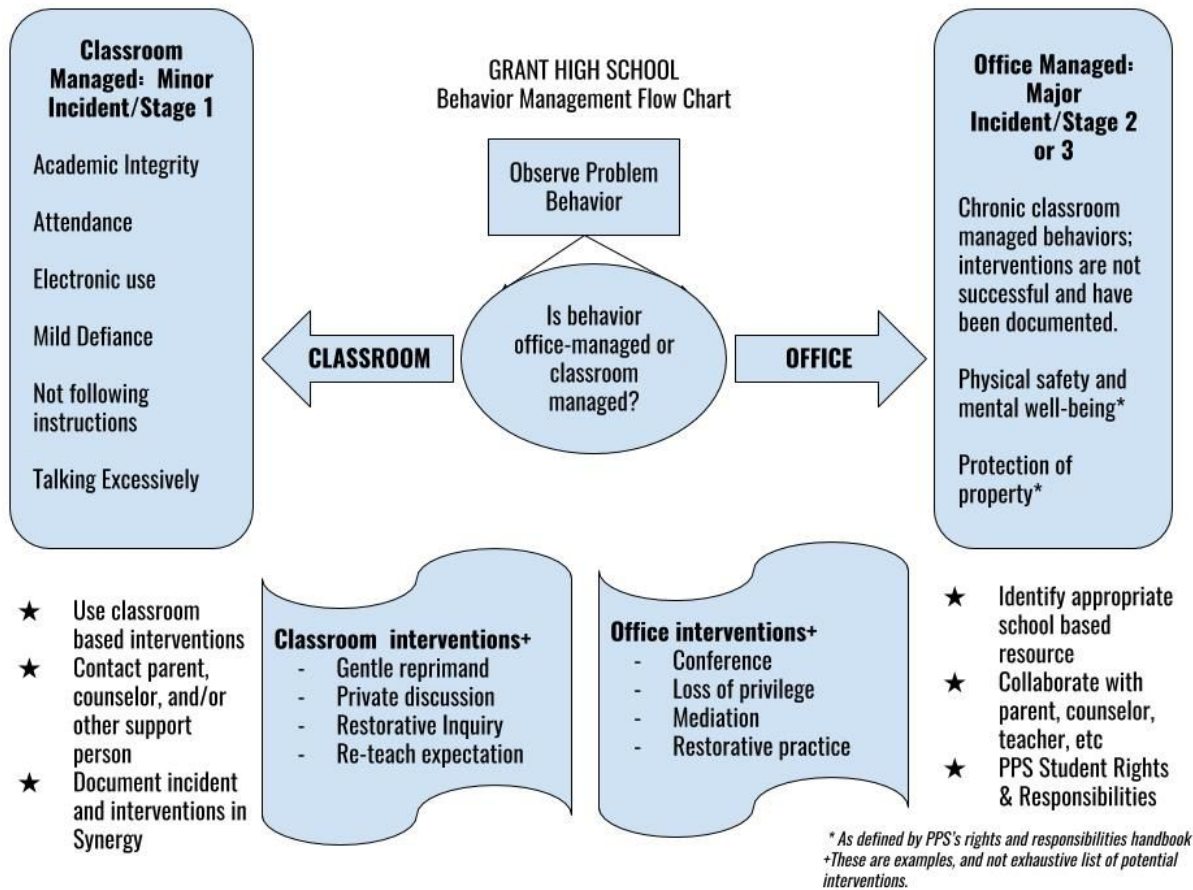
- Utilize restorative practices to help student remain in class and engaged in academics.
- Collaborate with other stakeholders; other teachers, counselor, social worker, student engagement coach, case manager, etc.
- Contact parent/guardians to build relationship with family.
- Document the behavior and intervention in Synergy.
- If the problem persists, communicate with designated Vice Principal for more support (STAGE TWO).

It is important that teachers communicate with the student's family whenever there is a concern about their classroom performance.

Major Incident/Stage 2-3: Major incidents are managed by the vice principal's office. These incidents jeopardize the safety and/or well being of the student and/or school community. These incidents can occur outside of the classroom and/or require immediate assistance, or at school events. If an incident requires a student(s) to be removed from your classrooms, follow the steps below:

- Dial "0" and request Campus Security to the specific location. You can also dial ext. 81070 to reach Tim Taylor in the Vice Principal's office.
- Provide Campus Security with a verbal description of the incident.
- Do **not** remove students from class without communicating with Campus Security or Vice Principal office.
- Email or talk directly with a Vice Principal to provide a more detailed description of the incident. You can do this when you have a break from teaching. **You will also need to submit a written office referral. Forms are available in the office.**
- In the event of an emergency, dial 77777

The chart below is a reference for classroom managed behavior concerns and office managed concerns. It is not intended to be comprehensive, but speaks to the primary classroom behavior concerns we experience at Grant HS and what steps we expect teachers and staff to follow.



Documentation

Teachers must document and submit referrals in [Synergy](#). Stage 1 referrals help us identify patterns of behavior and evaluate the success of interventions. Stage 2 referrals are requests for additional support from an administrator. Stage 2 referrals must be completed using the [office discipline referral form](#). The administrator is responsible for following up with the teacher and student(s) to discuss the incident and identify the appropriate consequences. When appropriate, teachers, counselors, social workers, case managers, etc. will collaborate and identify appropriate consequences and interventions.

The severity of some events may require a temporary exclusion from school. Upon return, the administrator will work with the student's teachers and other stakeholders to identify additional support to mitigate future behavior concerns and outline specific expectations and/or requirements. We will always seek to include restorative practices when appropriate.

Professional Development & Responsibilities

Over the course of the year, staff PD must explicitly address these five essential areas: teaching school wide expectations, acknowledging appropriate behaviors, correcting errors, requesting assistance (SIT Team), and understanding the influence of race, culture and language on student behavior.

As per PAT contract every teacher will have a classroom management plan. Classroom management plans must be completed prior to the first day of school. This plan will be included in the course syllabi. The Classroom Management Plan template, covers the essential feature of effective classroom management: Structure, teaching expectations, acknowledging positive behaviors, correcting misbehaviors

Our school climate team uses a shared leadership/responsibilities model to help us achieve these goals. Throughout the year, team members will be responsible for facilitation, note taking, data reports, and time keeping.

NAME	POSITION	TEAM ROLE
Liz Mahlum	Vice Principal	Coordinator
Richard Fisher	Teacher	Knowledge of Academic Patterns
Chris Hawking	Instructional Specialist	Knowledge of Academic Patterns, Coaching Expertise
Dylan Leeman	Teacher	Knowledge of Academic Patterns
Erin McNulty	Teacher/Activities Director	Student/Staff Liason
Michelle Nicola	Instructional Specialist	Knowledge of Academic Patterns, Coaching Expertise
Margarett Peoples	Teacher	Knowledge of Academic and/or Behavior Patterns
Jerry Young	Teacher/PAT Building Rep	Knowledge of Academic Patterns, Contractual Obligations

Faculty input is gathered primarily through the use of surveys. Our team represents multiple disciplines and we are able to capture information from a variety of departments too

Student input is gathered through our school leadership model. This allows us to access voice by working directly with the multiple student groups and organizations.

Family input is provided through out Site Council.

MEETING SCHEDULE & PD TOPICS

<p style="text-align: center;">AUGUST</p> <ul style="list-style-type: none">- Handbook- Schoolwide Expectations- Classroom Management Plan- Discipline flowchart overview	<p style="text-align: center;">SEPTEMBER</p> <ul style="list-style-type: none">- Student Recognition- Building Student Support Resources
<p style="text-align: center;">OCTOBER</p> <ul style="list-style-type: none">- Restorative Practice Strategies & Discipline Review	<p style="text-align: center;">NOVEMBER</p> <ul style="list-style-type: none">- TBD
<p style="text-align: center;">DECEMBER</p> <ul style="list-style-type: none">- TBD	<p style="text-align: center;">JANUARY</p> <ul style="list-style-type: none">- Update TFI & Action Plan
<p style="text-align: center;">FEBRUARY</p> <ul style="list-style-type: none">- TBD	<p style="text-align: center;">MARCH</p> <ul style="list-style-type: none">- TBD
<p style="text-align: center;">APRIL</p> <ul style="list-style-type: none">- TBD	<p style="text-align: center;">MAY/JUNE</p> <ul style="list-style-type: none">- Plan for 19-20- Update TFI & Action Plan for 19-20