

School-Wide Restorative Behavior Policies

Our goal at Grimmway Academy Shafter is to create an environment where every student can thrive and where opportunities to learn and succeed are paramount. Highly effective schools establish performance-based cultures that are focused on a clear vision; a safe, orderly environment; a climate of high expectations for students and staff; frequent monitoring of student achievement; and strong relationships between home and school. The positive approach of setting school wide behavior expectations ensures that our students will be taught the desired behaviors we expect and have the best possible learning environment.

Our school-wide behavior expectations are based on our six Grimmway Academy Shafter Values: **COMPASSIONATE, OBSERVANT, MOTIVATED, ENCOURAGING, TRUSTWORTHY,** and **SAFE.** Developing and nurturing these traits are key to the achievement of our mission at Grimmway Academy Shafter and to our students' success in college and beyond. All adults and students are expected to model positive behavior on a daily basis that reflects the Grimmway Shafter Values.

Grimmway Academy Shafter Values

Expected Behaviors for Grimmway Scholars
<p style="text-align: center;">Compassionate</p> <ul style="list-style-type: none">● Responding appropriately to how others are feeling● Helping others when physically or emotionally hurt● Helping classmates through difficult situations● Respecting peers and adults
<p style="text-align: center;">Observant</p> <ul style="list-style-type: none">● Paying attention to your surroundings● Looking for solutions to problems● Looking to help others in need● Appreciating the beauty around you
<p style="text-align: center;">Motivated</p> <ul style="list-style-type: none">● Trying your best and never giving up● Asking for help● Continuing to work hard, even when things get tough● Challenge yourself by setting ambitious goals
<p style="text-align: center;">Encouraging</p> <ul style="list-style-type: none">● Helping others to be safe, brave, kind, and to make smart choices● Being a good role model● Keeping a positive attitude
<p style="text-align: center;">Trustworthy</p> <ul style="list-style-type: none">● Sharing with others● Taking care of school materials, school property, and equipment● Using kind words● Being truthful, even when it is difficult

Scholarly

- Sharing with others
- Taking care of school materials, school property, and equipment
- Using kind words
- Being truthful, even when it is difficult

School Wide Behavior Practices

School-wide means that educators support appropriate behavior in the classroom and in common areas. An important aspect of a school-wide teaching model is the understanding that appropriate behavior and social competences is a skill that requires direct teaching to students. Our teachers will deliver lessons that focus on our Grimmway Academy Shafter Values and students will learn and practice the expectations.

Students will follow the school-wide expected behaviors; however, each teacher may specify certain rules and procedures that are suited to the specific needs of his/her class. Any action that disturbs and interrupts the learning process is not permitted by any student. The appropriate behavior is encouraged and rewarded by public recognition and noted on Kickboard. If the student refuses to accept the authority of the teacher, the student will be immediately referred to an administrator for appropriate action.

Behavior Management System

Grimmway Academy Shafter implemented a system to monitor both positive recognition and appropriate consequences. Through the use of a school wide economy system students will earn \$25 Comet Cash every Monday in their Kickboard account. When students demonstrate a Grimmway Academy Shafter Value they will be given bonus. If a student is not following a rule or expectation Comet Cash will be deducted. *All* staff members may give bonuses and deductions. Negative consequences are an important part of behavior modification. The consequences of behaviors will also be posted in the classroom and referred to when necessary.

College Crews

All students in grades K-4 will belong to a College Crew. These Crews are made up of a group of students and a teacher. Crews are designed to provide mentorship, accountability and teach collective responsibility. College Crews will meet every morning and at the end of each day. The focus will be on individual student needs, creating class and individual goals, and monitor those goals. College Crews are help students build academic and social skills by breaking down barriers, fostering relationships, strengthening listening skills and, most important, building trust. College Crews have four goals:

1. Create a sense of community
2. Provide academic direction

3. Provide college and career awareness
4. Encourage social and emotional learning

Positive Recognition

Students will receive a weekly report (a “paycheck”) that will have the listed the bonuses and deductions they received throughout the week. In addition, their paycheck will show the total amount of Comet Cash they have earned. Students will have the opportunity to spend their earnings at the student store. The student store will include school supplies, Grimmway Academy Shafter Spirit Gear, College Gear, raffle tickets, coupons, and surprise prizes.

Deductions	Negative Behaviors (behaviors that will result in a deduction)	
<p><u>-\$1 Deduction</u> First Reminder</p> <p><u>-\$5 Deduction</u> Second Reminder</p>	<p>Not following directions</p> <p>Not ready to learn</p> <p>Being disrespectful</p> <p>Missing homework/ Daily folder</p> <p>Out of uniform</p> <p>Chewing gum</p>	<p>Talking out of turn</p> <p>Disrupting class</p> <p>Negative attitude</p> <p>Late to class/absent/early pick-up</p> <p>Eating unhealthily</p> <p>Running</p>
<p><u>-\$10 Deduction</u> Student will serve Lunch Overtime and parent will be called</p>	<p>Disrespect toward peers</p> <p>Inappropriate behavior</p> <p>Inappropriate language</p> <p>Disrespect of school equipment</p>	<p>Disrespect toward adults</p> <p>Disrespect of school property</p> <p>Inappropriate movement</p> <p>Unsafe hands</p>
<p><u>-\$20 Deduction</u> Referral to the Principal and Possible Suspension</p>	<p>Defiance</p> <p>*Threats</p> <p>Vandalism</p> <p>*Bullying</p>	<p>Disrespect towards students</p> <p>Disrespect towards adults</p> <p>*Fighting/Aggression</p> <p>Theft</p>

	Truancy	Lying/ Cheating
	*Drugs and alcohol	*Sexual misconduct
Offenses that will result in recommendation for expulsion	Sexual misconduct Drugs and alcohol	Weapons Receiving a total of 10 days of suspension in a school year
-\$10 any time in one week	Lunch Overtime with a call home	
-\$20 for the week	Removal from Friday Gathering with a parent meeting	

*These behaviors, or any severe or repeated behavior that disrupts the learning environment, may result in a recommendation for suspension or expulsion.

The Use of Consequences

When students continue to violate the behavior expectations, despite use of our common behavior modification practices, teachers may choose to use consequences for students' negative actions within the following parameters. The following *Levels of Consequences* will be followed to provide students with alternatives and support. Levels can be skipped depending on the severity of the situation.

Code of Student Conduct: Levels of Consequences

Levels	Disciplinary Options			
1	<i>Classroom Level Interventions/Consequences:</i> Staff members use the following interventions to help the students change behavior. Deductions in Kickboard will also be administered by staff members. If these interventions are successful, referral to the Principal or School Administrator may not be necessary.			
	Verbal reminder	Loss of Privileges	Parent Contact	Teacher Conference
	Removal from Seat	Behavior Reflection Handout	Recess Overtime	Lunch Overtime

<p>2</p>	<p><i>Level 1 intervention/consequence has been ineffective:</i> Staff members use the following interventions to help the students change behavior. Deductions on Kickboard will also be administered by staff members. In some cases, referral to Assistant Principal or School Administrator may be necessary.</p> <table border="0"> <tr> <td data-bbox="354 317 597 352">Peer Mediation</td> <td data-bbox="732 317 992 386">Phone Call Home/ Letter to Parent</td> <td data-bbox="1052 317 1398 386">Counseling Session with Assistant Principal</td> </tr> <tr> <td data-bbox="354 401 623 436">Conflict Resolution</td> <td data-bbox="743 401 980 470">Teacher Student Conference</td> <td data-bbox="1052 401 1289 470">Friday After School Overtime</td> </tr> </table>	Peer Mediation	Phone Call Home/ Letter to Parent	Counseling Session with Assistant Principal	Conflict Resolution	Teacher Student Conference	Friday After School Overtime
Peer Mediation	Phone Call Home/ Letter to Parent	Counseling Session with Assistant Principal					
Conflict Resolution	Teacher Student Conference	Friday After School Overtime					
<p>3</p>	<p><i>Level 2 intervention/consequence has been ineffective, or the behavior is severe:</i> Referral to the Principal required. Parent/guardian notification required. Deductions on Kickboard will also be administered.</p> <table border="0"> <tr> <td data-bbox="354 779 558 884">Friday After School Overtime</td> <td data-bbox="711 779 971 848">Campus Clean-Up Duty</td> <td data-bbox="1045 779 1354 814">In-School Suspension</td> </tr> <tr> <td data-bbox="370 932 613 1001">Decision Making Reflection Packet</td> <td data-bbox="704 932 980 968">Community Service</td> <td data-bbox="1062 932 1338 1073">Daily Check-in and Check-out with Assistant Principal</td> </tr> </table>	Friday After School Overtime	Campus Clean-Up Duty	In-School Suspension	Decision Making Reflection Packet	Community Service	Daily Check-in and Check-out with Assistant Principal
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Decision Making Reflection Packet	Community Service	Daily Check-in and Check-out with Assistant Principal					
<p>4</p>	<p><i>Level 3 intervention/consequence has been ineffective, or behavior is severe:</i> Referral to the Principal required. Parent/guardian notification required. Deductions on Kickboard will also be administered.</p> <table border="0"> <tr> <td data-bbox="396 1289 704 1325">Suspension (1-5 days)</td> <td data-bbox="938 1289 1203 1325">Restricted Activity</td> </tr> <tr> <td data-bbox="396 1346 850 1415">Daily Check-in/ Check-Out with Assistant Principal</td> <td data-bbox="938 1346 1198 1381">Behavior Contract</td> </tr> </table>	Suspension (1-5 days)	Restricted Activity	Daily Check-in/ Check-Out with Assistant Principal	Behavior Contract		
Suspension (1-5 days)	Restricted Activity						
Daily Check-in/ Check-Out with Assistant Principal	Behavior Contract						
<p>5</p>	<p><i>Level 4 intervention/ consequence has been ineffective, or behavior is severe:</i> Referral to the Principal required. Parent/guardian notification required. Extended Suspension. Possible Expulsion. Referral to alternate school-based program.</p>						

Overtime

Students will be assigned overtime for receiving an accumulation of -10 deductions during the week on their Kickboard report. Students in grades K-6 will be assigned a lunch overtime for receiving -

\$10 deductions. If they receive -\$20 deductions throughout the culture week they will be removed from Friday Gathering activities. When a student is assigned to overtime they will work on an assignment that fits the reason they are serving overtime.

Students that are tardy 2 days and/or absent 2 days of the culture week will serve lunch in overtime. Students that are absent and submit a doctor's note upon returning to school will be

excused from overtime. Students will serve overtime to make up work they missed during the time they were absent. Overtime work examples vary depending on the reason a student is serving overtime: apology letter, behavior reflection, behavior correction reflection, missing homework, and incomplete or missing classwork. An overtime form will be sent home that must be signed by a parent and returned the next day. **If a student does not return the signed overtime form it will result in -\$5 deduction.**

In House Suspension

The in-house suspension program provides an alternative opportunity for students to improve their behavior. The goal is to positively impact change by instructing students about their behavior, provide activities for student to understand the behaviors, give student steps to improve and correct misbehavior, and provide counseling for the student. The teachers will be notified and are required to submit work for the student to complete during in school suspension. Conference will be held with the parent about expectations and in school suspension policy. A home visit with the Crew Teacher and the Assistant Principal will be arranged. Students will be assigned to In-School Suspension for good and sufficient reasons including, but not limited to:

- A. Behavior which adversely affects the safety and well-being of other students.
- B. Behavior which disrupts a class or school sponsored activity.
- C. Behavior prejudicial to good order, discipline, and safety occurring in class or school sponsored activities.

Behavior Contracts

If a student reaches level 5 throughout the course of the school year, the student may become

subject to a Behavior Contract. Behavior Contract criteria are developed and shared with families by the Assistant Principal with teacher input. Each behavior contract case is student-specific and can look different depending on the specifics of each student's situation.

Examples of behavior contracts may include:

- A shortened or lengthened school day
- Counseling for student
- Attendance requirements
- Grade requirements

- Individualized behavior expectations
- Removal from classroom setting to an in-house suspension
- Removal from certain times of the school day

Our ultimate goal is to serve all of our students to the best of our ability, yet we also realize that some issues students present are outside the realm of our expertise. It is then that we will work with the family and outside partners to find the best solutions.