

School-Wide Restorative Behavior Policies

Our goal at Grimmway Academy Arvin is to create an environment where every student can thrive and where opportunities to learn and succeed are paramount. Here at Grimmway Academy Arvin we believe that appropriate school behavior is yet another skill that needs to be taught and learned. 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.

Our school-wide behavior expectations are based on our 4 STAR values: SCHOLARLY, TRUSTWORTHY, ASSERTIVE, and RESILIENT. Developing and nurturing these traits are key to the achievement of our mission at Grimmway Academy 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 our STAR values. Each week there will be a focus value and students will earn Star Dollars toward that value. Each classroom will have the value of the week posted in the classroom. A copy of the STAR values will be given at Mutual Promise Night, if you would like an extra copy please request a copy from the front office.

Expected Behaviors For Grimmway Scholars
Scholarly Students who are scholarly SLANT!, use appropriate voice level, raise their hands to speak and leave their seat, always follow directions, do their best work and complete all their work.
Trustworthy Students who are trustworthy share with others, take care of their school materials, take care of school property and equipment, use kind words, and always tell the truth.
Assertive Students who are assertive are positive role models, challenge themselves, do the right thing even when it's hard, and stand up for themselves and for others.
Resilient Students who are resilient try their best, never give up, ask for help, and keep a positive attitude.

An important aspect of the school-wide teaching model is the understanding that appropriate behavior and social competences is a skill that requires direct teaching to students. As a move to help build our students social and emotional skills, teachers will deliver daily lessons using the *Responsive Classroom's Morning Meeting* (K-6) and *Advisory Book's Circle of Power and Respect (CPR)* model (7-8). Through this curriculum teachers will focus on building a healthy community by getting to know one another, build social skills, warm-up their thinking, and having fun. The goal is once they

become familiar with one another, the school is safe, productive and enjoyable.

K-6 Advisory - Morning Meeting

All students in grades K-6 will belong to an Advisory Team. Advisory teams are made up of a group of students and a teacher. These teams are designed to provide mentorship, accountability and ILP monitoring. Each school day advisory teams will begin with a morning meeting based upon the protocols outlined within *Responsive Classroom Morning Meeting*. During this time, teams will form a circle and actively address the following four concepts: *Greeting, Sharing, Group Activity, Morning Message*.

The purpose of the morning is to:

1. Create a sense of community
2. Provide academic direction
3. Provide college and career planning
4. Encourage social and emotional learning.
5. Provide a consistent, positive start to the day

7-8 Homeroom-Circle of Power and Respect (CPR)

All students in grades 7-8 will belong to a homeroom team. Homeroom teams will meet daily and are made up of a group of students and teacher. Each homeroom is assigned a college name. Linda Crawford's *The Advisory Book's* provides the concept of Circle of Power and Respect (CPR). Students will learn to build a positive community through guided social interactions with their peers. Lessons will be based on social, emotional, and academic topics to help guide students in making positive choices for themselves and their learning community. Each morning, Middle School students will meet for 20 minutes following the 4 components: Daily News, Greeting, Sharing, Activity.

Behavior Management System- Kickboard

Grimmway Academy implemented an online system called Kickboard to monitor both positive recognitions, negative behaviors and purchases. Through the use of a school wide economy system students will receive bonus Star Dollars for exhibiting our STAR values. Should a student's behavior continue to not reflective our STAR values however, Star Dollars will be deducted from their accounts.

Students will receive a Student Report that will list the bonuses and deductions they received throughout the week. Students will have the opportunity to spend their earnings at a student store. The student store will include school supplies, Grimmway Academy Spirit Gear, College Gear, raffle tickets, coupons, and surprise prizes.

Classroom Level

<p align="center">Level 1: Warning Deduction 1</p>	<p align="center">Level 2: Minor Violation Deduction 5</p>	<p align="center">Level 3: Major Violation Deduction 10</p>
<ul style="list-style-type: none"> • Not following directions • Off Task Behaviors • Not Ready to Learn • Class Disruption • Out of Seat • Dress Code Violation (i.e. shirt untucked) • Talking out of turn 	<ul style="list-style-type: none"> • Level 1 behaviors continued • Playing in the restroom • Tardy • Electronic device from home • Bringing unhealthy snacks to school 	<ul style="list-style-type: none"> • Continued Level 1 • Inappropriate Language • Inappropriate Behavior • Disrespect • Lying/Cheating • Improper use of technology (i.e. cellphones, computer camera) • Unsafe hands (using hands to hurt, or cause damage)

Administration Level

<p align="center">Level 4: Serious Violation Or Continuous Minor/Major Violations Deduction 20</p>
<p>Examples:</p> <ul style="list-style-type: none"> • Threats • Fighting • Vandalism • Drugs/Alcohol • Sexual misconduct • Weapons • Behaviors that threaten safety or health of staff, and students • Continuous Level 3

Major Behaviors- Possible Suspension/ In-House Suspension and/or Recommendation for Expulsion

Threats, fighting aggression, vandalism, abusive language, lying/cheating, theft, bullying, drugs, alcohol, tobacco and /or vaping, sexual misconduct, use of a dangerous instrument, weapons, and any behavior that threatens the safety or health of students and staff. Decisions over these consequences will be made by the School Principal in accordance with the California Education Code § 48900 et seq.

Alternative to Suspension

In conjunction with our Progressive Behavioral Policy and Restorative Practices program, GA Arvin offers an Alternative to Suspension Program. This program is aimed at providing a meaningful reflective consequence to students who may periodically make poor choices or

exhibit ongoing behaviors that are not reflective of our GA Arvin Values. This Alternative to Suspension Program will take place outside normal school hours in order to minimize the academic instructional time that may be missed through receipt of a traditional suspension. While participating in this comprehensive alternative to Suspension Program, students may receive:

- Positive Decision Making Strategies
- Cause and Effect Relationships Instruction
- Reflective Behavioral Activities
- GA Arvin STAR Values Exercises
- RTI Instruction (In Math and ELA)
- Career Readiness Education and Planning
- Building Relationships Strategies.

Behavior Contracts

A student throughout the course of the school year may be placed on a Behavior Improvement Contract. Behavior contract criteria are developed and shared with families by the Principal or Principal's designee 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.

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 level of the situation.

Code of Student Conduct: Levels of Consequences

Levels	Disciplinary Options
<i>Level 1</i>	<p><i>Intervention/Consequences:</i> Staff members may implement the following behavioral Interventions/Consequences:</p> <ul style="list-style-type: none"> • Parent contact • Peer Counseling • Conflict Mediation • Lunch Overtime • Removal from Seat • Loss of Privilege • Deductions in Kickboard • Behavior reflection • Verbal reminder • Student Teacher conference • Parent Teacher conference • Recess/Lunch overtime
<i>Level 2-</i>	<p>Office Referral required. Parent/Guardian notification required. Deductions in Kickboard will also be administered. The following Interventions/Consequences may also be considered:</p> <ul style="list-style-type: none"> • Friday Overtime • Counselor session • Lunch Overtime/After school Detention • Decision Making Reflection Packet • Parent Conference • Possible Alternative to Suspension • Possible Out of School Suspension • Peer Mediation
<i>Level 3</i>	<p>Office Referral required. Parent/guardian notification required. Deductions in Kickboard will also be administered. The following Interventions/Consequences may also be considered:</p> <ul style="list-style-type: none"> • Alternative to Suspension • Suspension (days vary) • Restricted activity days • Behavior Contract • Possible Expulsion • Daily Check in-Check Out with Counselor or Administrator

<i>Level</i> 4	Office Referral required. Parent/guardian notification required. Extended Suspension. <ul style="list-style-type: none"> • Possible Expulsion (only to be considered in the most extreme cases) Referral to alternate school-based program
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Overtime

All students in grades K-8 will be assigned overtime for receiving an accumulation of 15 negative deductions during the culture week. Students in grades 4th-8th will be assigned a Friday overtime if they receive -\$20 deductions throughout the culture week. When a student is assigned to overtime they will work on an assignment that fits the reason they are serving overtime. Overtime work examples vary depending on the reason they are serving overtime: apology letter, rule writing, behavior reflection, behavior correction reflection, and role playing of behavior expectations. An overtime form will be sent home that needs to be signed by a parent and returned the next day. If a student does not return the signed overtime form student will continue to serve overtime.

Homework

Students will earn \$5 bonus Star Bucks for turning in homework. Due dates and assignments of homework and projects vary depending on the teacher. Students can earn more points for homework depending on the assignment (this will vary by teacher).

Attendance

The school day starts at 7:55 am. Students will be awarded \$5 Star Bucks every day they are present at school and on time. If a student is absent, whether it is excused or unexcused, they will not receive the \$5 Star Bucks. If students arrive tardy to school without a valid excuse, they will not receive the extra \$5 Star Bucks. If a student leaves early from school without a valid excuse they must purchase a "leave from school early ticket" for a price of \$5 Star Bucks.