Garrett Morgan

School of

Engineering & Innovation

2024-2025

FACULTY & STAFF HANDBOOK

Dear Engineering & Innovation Faculty and Staff,

With this letter I would like to officially begin our school year and welcome you once again to an exciting opportunity to make a difference in someone else's life.

Now starting my 10th year at Garrett Morgan, I would also like to use this letter to tell you why I am so pleased to be part of this school family. We have created a place where students feel safe, staff feels loved and able to grow, and the community supports us like no other. A situation as such doesn't occur by chance. It is the result of three things: motivated students, caring parents/guardians, and dedicated faculty and staff members. I believe that the real strength of our school lies in the collective talents of an exceptionally dedicated faculty and staff.

As a faculty/staff member, you have a very important job. While I publicly proclaim the classroom teacher's role is extremely important to the successful schooling of children, anyone who has worked in a public school knows that parents, volunteers, administrators, office support staff, child nutrition staff, paraprofessionals, custodians, and bus drivers play vitally important roles in creating a school environment that is safe, clean, and conducive to student learning. At Garrett Morgan, all jobs are important and each of us contribute directly to the welfare of our children. Please keep this in mind.

The first day of in-person instruction is Monday, August 19, 2024. Let's remember our "WHY" and make sure we are giving our students nothing but the best- the best support, the best instruction, the best communication, the best understanding, *they deserve it*. Our theme this year is simple- **Let's Make It Happen.** This is our time to take everything we do to the next level. We are in a very pivotal moment. This can make us or break us. Success is what I choose as this is the ONLY option and hope you are on board. Let's make this year memorable for the entire **Garrett Morgan Falcon Family.**

A Servant of Education,

Mr. Quenton Davis, Ed.S.
Principal- Garrett Morgan School of Engineering and Innovation

<u>SCHOOL HOURS</u>

Administrative Personnel .... 7:30am to 4:00pm

Office Staff .... 7:45a.m. to 4:15pm

Security Staff .... 7:00am to 4:00pm

Certified Personnel .... 8:15am to 3:25pm /TT

Instructional Assistants.............................7:45am-4:15pm

Interpreters .... student/program specific

MISSION OF Garrett Morgan

Relationships, Rigor, Results

VISION OF Garrett Morgan

Garrett Morgan High School students will be academically prepared and socially motivated to enter the ever-changing world as responsible and productive global citizens.

Classroom attendance must be taken daily each period and recorded in the official district data system. Per the district policy/ state law, attendance is must be completed the first 20 minutes of each class period.

Students are to be allowed to enter class with a tardy pass. Students with a tardy pass should be marked tardy in the official district data system with the time they entered class.

Best Practice Recommendations:
- Know your students.
- Do not just use an empty seat to "eyeball" attendance. You will miss someone.
- Do not rush through this. You will mark students with similar names incorrectly.
- What to do if a child arrives late to class: ask the student for a signed pass from either a teacher or the office. If a student does NOT have a pass; admit them to class and then follow up with appropriate action step(s) to address the late arrival.

Considerations:
- Pay attention to arrival times on passes. Students should not be AWOL for extended periods. If a student is wandering, you should complete a discipline referral for out of area.

ABSENCES OF TEACHERS

Virtual Amendment
- Notify the substitute center (online or by phone) before 6:30am;
- Contact Mr. Davis by phone/ text @216-502-6071 or email Quenton.davis@clevelandmetroschools.org immediately. (Not after class has started)
- Do not depend on other staff members to report absences, it will not be accepted.
- Teachers CAN NOT cover classes without the DIRECT approval from Mr. Davis.
- We have a building sub, who will be take the place of a teacher if there is an absence.
- You absence should be in workday. Please adhere to district protocols if you are using sick days or special privilege. Special privilege days have to be submitted at least 3 days prior to using them. Forms for both leaves should be completed. Electronic forms can be retrieved from school secretary.
- In the event of a virtual setting, Substitute folders will be maintained on the schools Schoology Page for each teacher. Teachers are to include three sets of emergency lessons plans in the sub folder. This folder should also contain lesson plans for the day, seating charts, and any special instructions the teacher believes the substitute will need to fulfill his or her duties. As these emergency plans are used, the teacher is responsible for replacing them with new plans.

Staff absences can be a hardship on the entire building. As soon as it is determined you will be absent and using sick leave:
- Notify the substitute center (online or by phone) before 6:30am;
- Notification of Principal should occur by 7:00a.m. at the absolute latest
- Contact Mr. Davis by phone/ text @216-502-6071 or email Quenton.davis@clevelandmetroschools.org. (Not after class has started)
- Do not depend on other staff members to report absences, it will not be accepted.

CMSD Substitute Center or the Helpline 216-838-0077 (from 6:00am-2:30pm). Teachers need to report their absence before 6:30am and leave the following information:
- name
- school
- grade or subject
- reason for absence
- length of absence
- duty and assignments, if any, and whether or not you require a substitute.

The automatic absentee phone line is in operation 24 hours a day, seven days a week. For reasons other than illness or emergency, please report your absence in advance. Teachers will also inform Mr. Davis when they know in <u>advance</u> that they will be unable to attend school on a given day.

Teachers will complete an **"Instructions to Substitute Teacher"** which should be given to the substitute each time the teacher is absent. This will list the teacher's schedule, location of lesson plans, seating charts, attendance sheets and any special instructions the teacher believes the substitute will need to fulfill his or her duties. This will be completed within the first week of school.

Substitute folders will be maintained in the front office for each teacher. Teachers are to include **three sets** of emergency lessons plans in the sub folder. This folder should also contain lesson plans for the day, seating charts, and any special instructions the teacher believes the substitute will need to fulfill his or her duties. As these emergency plans are used, the teacher is responsible for replacing them with new plans.

Teachers will not be paid to cover for each other's absences unless this **is pre-approved by the building principal, Mr. Davis. No exceptions**. Under emergency circumstances only when a substitute cannot be found, will a teacher cover for another teacher when they already have a class/duty assigned during the same period.

Class coverage -workday must be submitted for processing the same day as the coverage occurs. Mr.Davis will approve time through workday.

Teachers will need to put appropriate absence into workday the day before or day of absence. If you enter the incorrect submission (reason code for absence) code, you must correct within 24 hrs.

Teachers must receive permission to leave school if an emergency arrives. Proper documentation in workday must take place.

ACCIDENT OR INJURY REPORTS

All student and staff injuries should be reported to the main office and/or the school nurse immediately. If the situation requires that the individual needs additional medical attention, appropriate actions will be taken. IN ALL CASES, TEACHERS SHOULD COMPLETE AN ACCIDENT REPORT WITH THE MAIN OFFICE AS SOON AFTER AN ACCIDENT AS POSSIBLE. Injuries which occur at school functions outside of school hours should also be reported to the main office. This includes athletic injuries in which the student is taken to see a physician.

ACCOUNTING FOR EXTRA CURRICULAR ACTIVITY FUNDS

<mark>**Virtual Amendment**</mark>
- <mark>Fundraising opportunities will not be approved during our virtual setting.</mark>

Collection and deposit of money:
Activity sponsors and teachers frequently are required to collect and account for money, both cash and checks. It is the responsibility of the **sponsor/teacher** to make sure that he or she **issues receipts** for all cash and checks received, and that a carbon copy is kept for the record. Receipt books are available from the main office.

Any money for deposit into an organization's account is to be **counted by the sponsor/teacher and turned into secretary or Mr.Davis.** The money will be recounted and deposited in the correct account. A receipt showing the name of the organization/pathway making the deposit, the amount of the deposit, the date, and source of the money will be given to the sponsor/teacher.

All money collected is to be turned into secretary or Mr. Davis daily. The sponsor/teacher is responsible for seeing that all money is receipted properly and accounted for with the Academy Leader daily. **Money should never be locked in a teacher's desk, carried around, or taken home for the evening.**

Purchase Orders forms are to be completed by the teacher and submitted to the Secretary for processing approval. If funds are available and the purchase is approved, CMSD will process the purchase order. When the order is received, the invoice shall be given to the Academy Leader.

DO NOT CHARGE ANY ITEM TO THE SCHOOL ACCOUNT WITHOUT A PURCHASE ORDER OR CLAIM! THIS IS ILLEGAL! ANY SUCH PURCHASE MADE WITHOUT A PURCHASE ORDER OR CLAIM IS CONSIDERED YOUR OWN PERSONAL DEBT!

ARRIVAL AND DEPARTURE OF TEACHERS

Virtual Amendment
- All staff are expected to be in their synchronous setting by 8:15am unless this is planning.
- There will be a google forms sign in procedure that will be located on the school's website.
- If the need to leave early or an emergency arise, Mr. Davis should be contacted immediately by cell phone. If there isn't an answer an email should follow. You should place your absence in workday asap.
- In the event an emergency occurs during 100 minutes, you should inform an administrator and input your absence in workday.

You are expected to be in the building during contracted time. All staff will be required to report to the main office area upon arrival and sign-in no later than **8:15am each day as a past practice**. If an emergency occurs that causes you to be late to school, you are to contact Mr.Davis immediately. If you cannot reach Mr. Davis, you should contact the front office. Do not rely on another staff member to report that you are going to be late.

It is recommended that you notify the office whenever you are leaving the building during the day for personal or professional reasons. This courtesy is to maintain an accurate accounting of who is in the building at any given time in case of a catastrophic emergency. It is recommended that teachers not leave during planning without the permission of Mr. Davis. You must get permission to depart early, even in the event there is an emergency or concerns that occurred during the day.

ASSEMBLIES

We have great kids at Garrett Morgan. We also have a few who can be challenging. Assemblies can therefore be difficult if we aren't deliberate in our "classroom" management of the event.

Therefore, the following staff expectations are to be followed during all assemblies:
- teachers are to attend the convocation unless you have planning;
- teachers are to sit amongst the students ,specifically with your class;
- teachers are to spread out amongst the students to allow for maximum coverage;

BUILDING MAINTENANCE

Virtual Amendment
- **Moving of furniture should not occur unless previously approved.**
- You are not permitted to place holes in the wall to hang up art or anything similar
- You should not use hot glue or anything similar to hang items .
- You should use paint safe materials to hang items in classroom.

Maintaining a clean building is the responsibility of all staff and students. Classroom teachers should establish a daily routine with students to include checking chairs, tables, and picking up trash. Breakage, leaks, graffiti, or other concerns should be reported immediately to the front office.

This is a beautiful building. Let's keep it that way. You are expected to take pride in your assigned areas by keeping professional and personal items neat and organized. Please contribute to establishing a culture of pride with our students by keeping common areas neat and tidy as well. Additional actions that can assist our custodial staff
- Chairs on tables at end of day
- Large pieces of trash placed in trash can
- Minimize food and drinks in the classroom

BUILDING OPENING/CLOSING HOURS

Virtual Amendment
- Teachers are permitted to work from the building during remote learning
- Teachers can arrive after 8:15a.m. and must exit the building by 3:30p.m. No Exceptions

The building opens for all staff at 7:30am. All staff must exit the building by 4:30pm unless approval from administration is given in advance. If needed stay later inform Mr. Davis for approval.

BULLETIN BOARDS

Bulletin boards should be attractive and directly related to the subject content. Current student work should be always displayed in every classroom (without grades associated with student names). Classroom bulletin boards should change at least quarterly.

CALENDAR

A weekly staff update via email will highlight weekly events and school programming. **Teachers are responsible for reading the weekly update within 24 hours of it being sent to you.**

If a teacher/activity sponsor/coach is planning an activity, permission must be granted by administration at least one week in advance of being placed on the calendar. All events must be on the master school calendar. If it is not on the master school calendar, it will not happen. There will be an electronic version of the calendar. ** Please note common areas must be reserved through the process discussed during Back to School PD. Common areas will be share with GMSLI.**

CHANGE OF ADDRESS

Teachers should inform the Main Office immediately if there is any change in their home address or telephone number.

CHAPERONES OR PARENT VOLUNTEERS

Virtual Amendment
- Volunteers are not permitted on campus at this time.

Any parent, community member, or person (not already employed by CMSD) who wishes to chaperone or help with field experience or other activity is required to register on the Family and Community Engagement Website. This will complete a records check. If a volunteer is to be left alone with a group of students this person will need to have a back ground check completed

CHILD ABUSE REPORTING

Virtual Amendment
- Please notify Admin ASAP if you suspect child abuse is occurring
- In addition notifying admin, you should also call 216-696-KIDS and file a report
- Please remember we are mandated reporters.
- Failure to report suspected child abuse may have serious professional and legal consequences

All suspected cases of child abuse must be reported immediately to administration. It will then be the responsibility of the person having knowledge of the suspected abuse to contact Human Services at 216-696-KIDS. Teachers are not to conduct the investigation themselves. Failure to report suspected child abuse may have serious professional and legal consequences.

CLASSROOM MANAGMENT

Virtual Amendment
- PBIS has created universal classroom rules and consequences
- Teachers can add to but cannot take away form the universal rules and specifically the consequences.
- Teachers will have a PD session and ongoing support on PBIS universal classroom rules and consequences.

We all function better in situations when we know what is expected of us. The same is true of our students. Classroom management is the responsibility of the classroom teacher, not administration or school security. The most effective classroom management plan is a rigorous instructional plan. Remember the 5 P's – **proper planning prevents poor performance**. A well-organized, detailed and structured lesson contains clear information about the learning and behavior expectations in your classroom.

A classroom routine is important to the education process. Establish one with your students from the beginning by:
- Making seating assignments;
- Beginning class on time with bell work/do now/warm up activity;
- Take attendance every class block – do not allow students to take attendance for you;
- Collecting, grading and responding to all student work in your class;
- Display of current student work.

Each teacher will distribute and/or post classroom rules provided by PBIS. These rules should be discussed and explained to the students. Most importantly, these rules should be followed in the classroom. The administration will conduct a non-evaluative walkthrough to ensure classroom protocols are posted. by the end of the first week. They should be included as part of the syllabus.

Example of classroom procedures :
A. Take attendance/mark off tardies.

B. **Stay with classes from bell to bell.** Don't leave class early to take care of "business". Be on time to classes.

C. Keep your class the entire period. (This includes lunch period classes.)

D. Keep individual students in class. Don't let students out to go to their lockers for books, pencils, etc. unless absolutely necessary and it is not a habitual problem. Find other solutions to the problem.

E. Do not give a student permission to leave the building. Permission to leave the building may be granted only by an administrator.

F. De-emphasize behavior problems and situations:
   1. When you change a student from one seat to another, notify the individuals concerned either before or after class. Except in emergencies, do not make changes during the class period as this only emphasizes problem situations.
   2. Never argue with a student before the class.

G. Fairness in handling discipline problems.
   1. Do not punish an entire class for the actions of a few students. This is unfair in the opinion of the students and helps to destroy an effective teacher-student relationship.
   2. Do not discipline an individual in front of the class. This focuses attention on misbehavior and hurts the student's ego.
   3. Do not make major issues out of trivial offenses.
   4. Your students should be helped to understand the fairness and reason for all established standards.

H. Effective planning relates to good classroom control:
1. Provide a variety of learning activities.
2. During each class period, have more than one type of activity. Rarely use an entire period for group activity as students get restless without a change of pace.
3. Realize there is no one "best" method. Methods and learning activities are many and varied.
4. Provide supervised study periods during which you can move about the room giving individual assistance.
5. By having each class period well-organized, you not only provide a better instructional program by utilizing the entire period, but discipline problems are minimized as there is little pupil inactivity.
6. Be patient with the students. Be willing to re-teach without resentment concepts that are not understood when first presented.
7. When a class gets restless and noise seems to grow spontaneous, do not scold the class, but instead provide for a change in activity.
8. Avoid the lecture method of teaching for the entire class period.

I. Developing a positive teacher attitude toward discipline:
1. Be friendly, but firm with students.
2. Be the one to dismiss your class; the ringing of the bell should not be the signal for students to leave. Students should stay in seats until dismissed.
3. At the start of the school year, students should gain permission to leave their seats when they desire to sharpen pencils or get special materials.
4. Be consistent, impartial, and fair in operating the classroom.
5. A teacher cannot sit at a desk and still know what is going on in the classroom.
6. Display a sense of humor.
7. Be available to students before and after school and in the halls between periods to help or "just talk".
8. Do not permit students to talk while another student or the teacher is talking.
9. Do not lose your temper.
10. Make no punishments that cannot be enforced, that are unrealistic for the age level, or not carefully thought through.

CLASSROOM PHONES

For safety and security reasons, students should not be permitted to answer classroom phones. Students should only call out using classroom phones with explicit teacher permission and supervision. They should not take the phone into the hallway or have extended conversations and should be prompted to end the conversation immediately if it becomes distracting or hostile. Students may be referred to the office to make phone calls at the teacher's discretion.

Teachers should also publicize their classroom phone number on their syllabus. Voicemails should be set up and checked daily. If a return call is warranted, make sure it occurs within 24 hours.

COMMUNICATION WITH PARENTS

Virtual Amendment
- Parents should be notified if challenges or concerns are preventing their child from performing in class.
- Parents shouldn't be notified once a child fails, but open communication before the child gets to that point.

Communication with parents/guardians is critical. When students are not doing well, it is important that early communication happens. Teachers are expected to reach out to parents/guardians when concerns arise. **This should include grades and behavior (referral and detention).** It is best practice to include the student's school counselor in the correspondence or be alerted after the fact so that the student has the benefit of a team approach in supporting the student. All correspondence should be documented in the district's official data system.

When communicating with parents/guardians, always maintain a professional tone. Emails are a matter of record. State facts (example: what a student has or has not turned in) and do not pass judgment on the situation. Explain clearly why a decision has been made and what your expectations are for the student moving forward. Encourage parents/guardians to contact you with questions and concerns and respond to them as quickly as possible.

A parent or a teacher must arrange an official conference through the counselors. A counselor will give the teacher at least 1 days' notice and will notify the teacher as to the time and the place. The conference will be attended by the parent or guardian, the teacher, a counselor, and/or administrator. The student may or may not attend. Conferences will be arranged during your planning period (if agreed) and before/after school. We must remember that responsibility for the success or failure of a conference rests primarily with the teacher, counselor, and/or principal. You are encouraged to consider the following procedure:

1. Build a cooperative relationship with parents by sitting with them at a table.
2. **BE RECEPTIVE**. That is, receive anything the parent tells you without showing surprise or disapproval. If the teacher cannot do this, he will not get an honest picture of the parent's attitude and feelings.
3. Comparison to siblings/discussing other students/or naming other children shall be avoided.
4. Be accurate and specific about the student's academic and/or behavioral

TIPS IN DEALING WITH PARENTS

- Make the first contact.
- Find something positive to say.
- Make it a cooperative effort.
- Be honest.
- Offer suggestions.
- Be a good listener.
- Have your documentation.
- Remain calm.
- Meet as a team.
- Listen

TIPS ON AVOIDING HOSTILITY

- Establish rapport.
- Give respect; get respect.
- Actively involve students in hands-on, challenging activities.
- Communicate with fellow teachers.
- Do not fall victim to anger or frustration.
- Remove audience when necessary.
- State choices.
- Be consistent.
- Use humor.
- Have a plan.
- Learn to recognize anxiety.
- Use good vocal skills.
- Smile.
- Acknowledge mistakes if appropriate.

Conference Room

The conference room in the front office will need to be reserved through Mr. Davis. **Intervention Specialist should use room #245, work room or your individual classrooms for IEP meetings.** Teachers should follow this expectation as well. There is a designated teacher workspace for staff to occupy.

COPY MACHINE POLICY

Virtual Amendment
- The expectation for teachers and students will be to utilize technology to its full potential.
- Copies should be limited to last resort.
- Paper will be extremely limited during this remote learning and possibly after.

Only teachers can run copies on the photocopier, unless otherwise approved by the administration.
Students are not permitted to run copies for teachers.

Please run copies front to back whenever possible to save paper. Do not leave the copy machine unattended while running copies. You are responsible for reporting any paper jams or malfunctions immediately to the front office. Failure to report a problem quickly inconveniences your colleagues.

The copy machine located in the front office is for **office use only** and should not be used by teachers for running routine copies for classroom use. **IF** the staff's copy machine is out of order, the front office copier can be used with the assistance of the secretary. Currently, teachers will receive one box of paper per year to accommodate their copying needs. (Intervention Specialist will be able to print complete IEP's/ Progress Reports with paper provided by the school.) Technology is our main focus, staff should adjust.

CORPORAL PUNISHMENT

The use of corporal punishment is a direct violation of State and Cleveland Metropolitan School District policy.

COUNSELING DEPARTMENT

The purpose of the counseling service is to help each student in his social, educational, vocational, and personal development. Conferences with students receive first consideration of the counselors' time and are scheduled whenever necessary.

Students should **not** be sent to the Counseling Department for class changes during class time. Students should request to see counselors before school, after school, or between classes. The Counselors will only send for the student when it is least disruptive to the educational setting. This includes Say Yes and College Now advisors.

CURRICULUM DEVELOPMENT (Falcon Sessions)

The entire professional staff of the school has a responsibility for the development of our curriculum. It shall be organized as to provide for the most needs of the most students within the limits of the facilities and staff of Garrett Morgan. Annually, or at other desirable times, reappraisals shall be conducted to ascertain the changing needs of the student body and community for the purpose of modifying curriculum offerings. The curriculum re-planning should be evolutionary rather than revolutionary in nature. Faculty members are expected to become involved in curriculum development.

DAILY ANNOUNCEMENTS

Announcements will be read during last three minutes of 1st period and/ or the last three minutes of the last period each day. Announcements include school activities and matters of school interest only. Announcement requests should be emailed to Campus Coordinator by 7:50 am each day.

Guidelines for Daily Announcements

1. Announcements should contain all appropriate information (date, time, person(s) to contact, etc.) and the information should be as specific as possible. All announcements should be written in complete sentences.

2. Announcement should list the specific dates on which the announcement is to be read. The same announcements will be read no more than three times within five school days. Announcements should be updated as frequently as necessary by submitting new announcement forms.

3. Announcements concerning athletic, musical, speech and other contest results will be made. However, these announcements should be as brief as possible and should be submitted as soon after the results have been determined as possible.

4. At other times special announcements may be made regarding emergency notices or late breaking weather alerts pertaining to after school activities.

DISCIPLINE OPTIONS BEYOND THE CLASSROOM

A. Detentions – After School
B. Planning Center
C. Out of School Suspension

DISMISSING CLASS

Teachers are expected to follow the dismissal times contained in the daily time schedule. Classes may not be released early without the permission of the Principal. The expectation for teachers is planning for student engagement from bell to bell. Teachers are expected to be at their door during class change.

DRILLS

When the building must be evacuated (fire drill or for any other reason) you will have your class follow the exit instructions posted in each room. All lights should be out, windows and doors closed. You should make sure that all students are well away from the building (50ft- 100ft). The students should be as quiet as is reasonably possible and teachers should carry with them their grade books or seating chart so that attendance could be checked Teachers should remain with their classes and stay out until the signal is given to return. The usual sign to return will be given by an administrator. If you should find your regular exit route to be blocked you should instruct your students to leave the building by the nearest alternate exit. Select staff will receive training on the use of the stair climber, fire sling, and /or emergency removal of wheel chair-bound students at the beginning of each semester.

Bomb Threats

We must, of course, be prepared if we receive a bomb threat. If a crisis occurs, we will announce that the building needs to be evacuated immediately. This will be the signal to proceed quickly and without panic to the areas assigned. (You received instructions for evacuation under separate cover at the beginning of the school year.) It must also be stated that it is just possible that it may not be an idle threat. You may be assured that any such calls will be given careful and serious consideration before a decision is made. While outside - students are not to enter the cars in the lot. If we are to be out for any period of time an alternate location will be provided.

EMAIL EXPECTIONS

In Person & Virtual Amendment

Email is the primary form of communication. Staff are to check their e-mail daily, either in the morning or the evening. Staff are expected to respond to their e-mail within a 24 hour period. Staff will check their email at a minimum twice per day.

EMAIL SIGNATURE LINES

Virtual Amendment
- School Address 4600 Detroit Ave Cleveland, Ohio 44113
- Phone numbers should be left of email signature until we receive our new number
- The school's official name is. Garrett Morgan School of Engineering & Innovation

All CMSD employees' email signatures should be consistent and must contain the following information:
- Employee's Name
- Employee's Title, preceded by the work EDUCATOR: (as a reminder to internal and external stakeholders that we are all educators)
- Employee's School or Department
- Cleveland Metropolitan School District
- Employee's CMSD Mailing Address
- Employee's Office Telephone Number
- Employee's Cell Phone Number (if available)

Please use default or standard fonts, please do not use script or "fancy" fonts. Also avoid personal statements, quotations, religious/political messages, legal disclaimers or other personalized signatures/messaging.

EMERGENCY LEAVE

A teacher may be excused from duty one hour of the normal school day when, in the judgment of the Principal, an extreme emergency requires the immediate and personal attention of the teacher. Any extended absence beyond the scope of this policy, unless approved otherwise, will be charged as a sick day appropriately.

EMPLOYEE PROTECTION AGAINST HARASSMENT, INTIMIDATION, THREAT AND DEFAMATION

Teachers have the right to work in an environment that is free from employment discrimination and untainted by harassment (including sexual). Sexually offensive speech and conduct are strictly prohibited and will not be tolerated from administrators, other teachers, students and/or parents. The school board shall ensure teachers a safe work environment by enforcing a policy, which prohibits aggressive, abusive, threatening, harassing, or intimidating words or actions by another person.

END OF SCHOOL YEAR NOTES

The Administrative Team will provide an End of Year Checklist for staff to complete before breaking for the summer.

ERRANDS

No pupil shall be sent from the school property during school hours to perform an errand or act as messenger without administrative approval. This practice is discouraged for liability reasons.

EVENT INFORMATION & SCHEDULING

All staff wishing to conduct a meeting or event outside of their own classroom are required to complete a building permit request form a minimum of 5 business days prior to the event/activity. Please forward any requests to schedule events to Mr. Davis for inclusion on the Master Calendar.

EXTRACURRICULAR ACTIVITIES BEFORE AND AFTER SCHOOL

Virtual Amendment
- Currently Extra Curricular Activities are cancelled until further notice.

The advisor/coach has the responsibility to see that the following guidelines are followed:

1. **Student Supervision**: Our goal is to create a climate in which students are empowered to think, plan, participate, and implement. The adviser/coach of an activity must be present and supervising at all times. You should be the first to arrive and last to leave.

2. **Communication with Parents/Guardians**: Give students/parents a copy of expectations and a schedule of planned practices/events at the beginning of your "season" in a meeting where you can explain expectations and solicit volunteers. Maintain student/parent phone number list.

3. **Building Security & Maintenance**: Do not prop open doors, i.e. schedule someone to open the door as needed. Be aware-you may not the only group using your area. Use appropriate safety/maintenance procedures (goggles, drop cloths) and do not allow food/drinks in carpeted areas. Keep exit pathways clear. Your area should be picked up daily and trash bags taken to dumpster before leaving. Teachers are not to give students their keys for any reason. Keys must be kept in the possession of the teacher at all times for security purposes.

4. **End times**: On an evening prior to a school day, the event or practice must end no later than 9:45 pm and the building must be cleared by 10:00 pm. Otherwise, the event or practice must end no later than 10:30 pm and the building must be cleared no later than 10:45 pm. Permission must be obtained from the Principal for an activity to extend beyond the above stated times.

FACULTY LUNCH FACILITIES

Virtual Amendment
- Teachers should not congregate in the teacher's lunch facilities during this remote learning period.
- Social distancing should take place when entering and leaving this shared space.
- Appliances in this shared space should be cleaned and kept in working conditions by those who utilize them.

The faculty lunch area is for faculty members only, NO STUDENTS allowed. Be courteous and considerate of your peers. It is your responsibility to keep this area clean at all times. Please wash all dishes and clean tables. Dispose of your own trash. When using the microwave, clean up and spillages. Do not leave food in the common refrigerator past Friday of any week. Eating or consuming beverages is not allowed in the classroom, unless teacher takes lunch in classroom. This is important for keeping insects and rodents out of the learning environment. **Food should not be in the teacher work area.**

FACULTY MEETINGS

Virtual Amendment
- 100 Minutes, TBT and Faculty meetings will take place on Wednesdays (during the working day) during this remote learning period.

Faculty Meetings will be held regularly as part of 100 minutes of professional development time as established by the APT team. Faculty meetings allow the administrative staff to distribute information, solicit teacher input on various topics, and receive comments, concerns, and suggestions of teachers regarding school matters. **Absences from general faculty meetings must be cleared with the Principal in advance**. Attendance will be taken and sent to the district level professional development office.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Teachers should always consider the content of the written communication (email, grade books, office/guidance requests for information, notes, etc.). Under FERPA, records can be requested by parents/legal guardians.

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the

student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

  School officials with legitimate educational interest;
  Other schools to which a student is transferring;
  Specified officials for audit or evaluation purposes;
  Appropriate parties in connection with financial aid to a student;
  Organizations conducting certain studies for or on behalf of the school;
  Accrediting organizations;
  To comply with a judicial order or lawfully issued subpoena;
  Appropriate officials in cases of health and safety emergencies; and
  State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

FIELD EXPERIENCES

Virtual Amendment
  - Physical field experiences will not occur during this remote learning period
  - Teachers are encouraged to participate in virtual field experiences.

To be considered a field experience, an activity must be **course-relat**ed and the students should be presently enrolled in the course. Up to one full school day may be devoted to a field experience. A Garrett Morgan School faculty member must accompany each field experience. **There are to be no field experiences planned during District Scheduled assessments.**

Students who are in academic jeopardy in other classes may be excluded from the opportunity to attend a field experience if it removes them from a critical lesson or class. An alternative to the field experience must be provided to students who stay behind and it is the teacher's responsibility to ensure these students have supervision. When a roster of field experience participants is sent to staff, all teachers affected are to review the list for students who may not qualify for attending. Any concerns about student attendance must be provided to the teacher taking the field experience within 24 hours of the initial list being sent out. This will allow sufficient time for the teacher to inform the student they are not attending the trip and of an alternative assignment.

Teachers are asked to give consideration to their colleagues who put extensive time and effort into planning lessons and depend upon student attendance in class to maximize the learning opportunity. Please weigh the benefit of the trip to your curriculum against the disadvantage of students missing valuable content in other classes.

All field experiences must be substantiated by state standards.

Steps to follow in planning a field experience:

1. Check the school calendar and Master Calendar to see that there are no conflicts with date and time.

2. Complete and submit a field experience application, include the date the consent form was submitted, available from Principal's Secretary, **at least two weeks in advance** of the trip and prior to discussing the trip with the students. Transportation arrangements are included in the field experience application. You can get this form from Mr. Davis

3. After the application has been approved, finalize arrangements with the place to be visited.

4. Send parent permission slips home with each student. The teacher should send a note home explaining the nature of the trip, what is expected to be accomplished, and how the field experience will be used in teaching the particular subject. The parent must sign for his or her child to go on the trip. The teacher is to make a copy of all permission slips and take one set with them while on the trip and provide one slip to the *Main Office* to be maintained on school site in case of an emergency. Teachers are to keep their copies of the permission slips on file for two weeks after returning from the trip.

5. Notify the Cafeteria Director and Principal if your students will be eating lunch at a time other than their regularly scheduled time or if they will not be eating in the cafeteria that day. Send a courtesy reminder email to both the Cafeteria Director and the Principal one week before the trip.

6. At least three days in advance of the field experience, email teachers, administrators, and the Attendance Secretary a typed list of those students going on the field experience. This list is to be alphabetized by year in school. Please indicate on the list the times and date the students will be gone, as well as your name. The attendance secretary will enter field experience absences into PowerSchool/ Schoology 1-2 days prior to the schedule trip.

7. Prior to leaving on the day of the trip, take attendance of those students going and leave a revised copy of the list, indicating students absent from the trip, in the Main Office and email a copy of the list to the Administration team.

8. **Before leaving on the trip, be certain the students know what is expected of them in regard to their conduct and behavior. They are representing Garrett Morgan High School.**
9. **All students must ride the bus. There is to be no student driving.**

10. Out-of-state field experiences must be approved by the Board of School Trustees. Permission should be requested no less than six weeks prior to the trip.

Front Office

Just as teachers would want one to respect their space and classroom, please do the same for the front office space. Anything you need that is located in the front office, **please ask our secretaries** unless stated otherwise. Please do not go into their space without permission. Do not go into the supply room with out permission from the secretaries being they are held responsible for all inventory in the front office.

FUNCTIONS OF AN ACTIVITY SPONSOR

Sponsors are those professional persons who are responsible for student activity programs. These individual's understanding of their responsibilities as a sponsor, in addition to their personal characteristics, are the most important factors in the success of a program. The sponsor should be a resource person, and not attempt to dominate the decisions of the group. An attempt has been made to identify the functions and characteristics of a good sponsor in the following statements. Sponsors will need to arrange time to make up their missed 200minutes.

1. Assist in establishing a written statement of goals and aims.

2. Promote functional learning.

3. Interpret school policy to the group.

4. Serve as a liaison between administration and students.

5. Assist in the use of parliamentary procedure.

6. Assist secretary in keeping minutes of all meetings.

7. Oversee finances and determine budget and expenditures.

8. Guide the activity in planning and direction to achieve its goals.

9. Assist in evaluating the quality of the activity and to make recommendations for improvement.

10. Develop leadership from the group through democratic processes.

11. Schedule activities with the Administration

12. Maintain rapport and discipline.

13. Attend all meetings.

FUND-RAISING PROJECTS

Virtual Amendment
- Fundraising opportunities will not be approved during our virtual setting.

All fund-raising projects must have the prior approval of the Administrative Team- specifically the principal before they begin. Every effort should be made to engage in fund-raising activities which provide a useful service or product to the citizens of Cleveland. The sponsor should be sure that the quality of the product or services offered for sale is first-rate. Fund raising ideas must be cleared through sponsor/coach and then administration prior to purchase. Limit of one sales and one service event per semester. Restrictions apply regarding any and all food sales and must comply with administrative guidelines.

GENERAL CRISIS PROCEDURE
Refer to Garrett Morgan Emergency Operations Plan

GRADES/GRADING SYSTEMS

Virtual Amendment
- Grades in school and schoology must be current and accessible to students and guardians.
- Admin will do sporadic checks to ensure grades are being updated.
- Grading Systems should be addressed in syllabus.
- Teachers must be able to explain why a student received a particular grade.
- Items listed below should be followed as well.

Regardless of one's philosophy of grades, it is important that each teacher establish and inform his or her students of the grading procedures used in the teacher's class. This information needs to be available to students during the first few days of school, preferably the first day of class. Along with the grading procedures, other "ground rules" should be established. The vast majority of students will respond in a positive manner to reasonable procedures.

A copy of your syllabus, guidelines, and grading policies is to be submitted to the Principal within the first week of the school year.

The following items are highly recommended for use in developing a grading policy:

1. Several grades for the basis of establishing a "final" grade are better than two or three.

2. Student papers and grades are considered part of a student's official school record and as such are protected under Family Educational Rights and Privacy Act (FERPA).

3. Papers/tests should be graded promptly and returned to the student. A critique of the paper is a vital part of a test and much of the value of the test is lost if not graded and reviewed within the first few days after taking the test.

4. A variety of materials for establishing a grade is helpful and gives students with varying skills a chance to demonstrate their abilities. Such items might include tests, quizzes, papers, oral participation, homework, etc.

5. Incomplete grades should be given on a limited basis and ONLY IN CASES OF ILLNESS on the part of the student.

6. Consistency and fairness are two very important aspects of grading. Students will accept their grades if they feel the two qualities are present in the establishment of grades.

7. Another aspect relating indirectly to grades is the planning and preparation of teachers in regard to the actual teaching of the class. Naturally, the more preparation and planning involved in teaching students, the more meaning the grades will have. Students are aware of these factors in teaching and they will respond accordingly.

8. Grades are earned by students and not given by teachers.

9. **Parents should be notified if a student is failing or in danger of failing- no exceptions. Teachers will meet with Mr. Davis for students who are failing to ensure interventions were given and families were notified.**

GRIEVANCE PROCEDURES

Refer to the Collective Bargaining Agreement

HALLWAY EXPECTATIONS

We believe that to establish and maintain a culture of respect, expectations for the hallway should match those in the classroom. Appropriate language, behavior, and attire are expected. If you hear or see something that should not be taking place in the hallway, please take a moment to address it with the student(s) and follow up as necessary with the administration.

Teachers are encouraged to display student work and achievement. Garrett Morgan School of Engineering and Innovation is obligated to maintain an appropriate educational environment for all students. Certain subject matter, content, and imagery may be appropriate for the classroom (i.e. swastika in history class), but would not be appropriate for display out of context in the hallways. Student work that contains crude, sexually suggestive content, alcohol or drug use/endorsing messages, or creates a harassing, hostile or derogatory environment will not be allowed to be displayed in common areas including the cafeteria, library, auditorium, gymnasium, etc.

HELP DESK TechTickets

Teachers will need to go to the technology page to fill out a help desk tech ticket. Please send Mr. Davis an email stating your issue with the Help Desk Ticket Number.

HOMEWORK

Homework should always have a definite purpose understood by both the pupil and their teacher. When assigning homework, several things should be kept in mind.

1. Is the assignment understood by all?

2. Does the assignment teach something?

3. Can the student complete the assignment within the time allotted?

4. Is the assignment going to be used for something after it is completed?

5. Assignments should never be "busy work".

6. Homework should never be given as punishment.

7. No teacher should use up more than a fair share of each students' after-school time.

8. Homework should be evaluated.

9. Homework that exceeds the ability level of students would seem unfair.

10. Our Board of Education homework guidelines recommends 15 - 30 minutes of homework per subject per day.

HONOR / MERIT ROLL

In order to qualify for one of the honor rolls, a student must be enrolled in the equivalent of at least five (5) core subjects. The honor roll is based upon semester grades. All grades will be used to determine the honor roll.

Honor Roll – 3.5 GPA with no D's or F's.

Merit Roll – 3.0 GPA with no D's or F's.

INCOMPLETE GRADES

Students who have had an extended illness may receive an incomplete grade for a grading period or semester. Incompletes are not given for such reasons as projects not finished or reports not turned in. All work must be completed within two weeks following the end of the grading period or semester. Incompletes not converted to passing grades within the two- week time limit will be converted to an "F" for the grading period or semester. **You must receive administrative approval in advance to issue an incomplete.**

INDOOR AIR QUALITY GUIDELINES

It is the responsibility of all teachers and staff to ensure compliance with these guidelines.

- No air purifiers are to be used in the classrooms.
- No scented candles are to be in the classrooms.
- No air fresheners are to be used in the classroom.
- Any water leaks must be taken care of within 48 hours.
- No personal cloth furniture can be in a classroom.
- No curtains, stuffed animals/toys, pillows, or other fabric items can be in a classroom.
- Carpet is prohibited on any walls.
- No carpet squares or rugs are permitted in classrooms – only professionally installed flooring is allowed.
- Lockers must be emptied and thoroughly cleaned at least twice yearly.
- All dishes and food contaminated utensils must be cleaned by the end of each day.
- Any food in classrooms or lounges must be kept in a sealed storage container.

INSTRUCTIONAL TIME

Virtual/ Inperson Amendment
- Teachers should maximize the entire synchronous session.
- Planning is essential for academic success.
- Virtual classrooms should appear neat and clutter free. (background should be appropriate)
- Be on time and ready to receive class
- Check prior to class to ensure all tech is working
- Classroom objectives and standard should be visible and discussed before instruction. Daily agenda must be provided

- Clarify to students how they should communicate during class session.
- Teachers will record each live session as agreed with the district and CTU

Lesson Plans: The following items are included in your lesson plans – Per the AAP
1. Standard
2. Objective
3. Worktime
4. Assessment
5. Resources
6. Differentiation

Blackboard Configuration: (Daily Agenda)
1. I can Statement/ Objective
2. Standard
3. Worktime
4. Closing (Assessment)

In order to comply with State guidelines, all classes at Garrett Morgan High School meet every day and/or daily for allotted scheduled minutes. As a matter of policy, every measure will be taken to ensure that instructional time is protected from all unnecessary interruptions. Each teacher is responsible for providing meaningful instructional activities during instructional time from bell to bell. Each period should be an important part of the total class experience. All classes are important to our students. We would not allocate resources and time for any class in our school if it were not valuable to our students.

We will use the following guidelines:
1. Except for field experiences and other interruptions expressly approved by the Principal or his/her designee; no teacher may cause a student to miss another teacher's class.

2. When students are summoned to the office from classes, the office personnel will do everything possible to return that student to class as quickly as possible.

3. Students should not be allowed to miss any class in order to finish a project or to complete other work in a different class.

4. Teachers must plan meaningful instructional activities for every day of school.

5. Teachers shall assess daily to determine the mastery of instructional objectives.

6. Teachers are to plan sufficiently to fill the entire class period, not allowing students to line up at the door early at the end of class.

7. Teachers should not take their entire class on a break. Teachers are to minimize the number of passes given during class.

8. Teachers are to respect the instruction going on in other classrooms by not sending students to see a teacher without a prior pass provided for the student.

Lesson Plans: The following items are included in your lesson plans – Per the AAP
1. Standard
2. Objective
3. Worktime
4. Assessment
5. Resources
6. Differentiation

INTERVENTION SPECIALIST (IEP Reference)

Intervention Specialist will properly assign IEP meetings 2 weeks or more before the specific meeting dates. Progress reports must be turned into Mr. Davis 5 Days before they are due to students and parents. IEP's are due to Mr. Davis 1 week before the specific IEP meeting date. Any IEP not given in the 1 week mandatory time, Meetings will be rescheduled to a later date. IEP's must be completed/ updated before the specific ending date. Intervention Specialist are responsible for their caseloads IEP.

KEYS / ID BADGE

Virtual Amendment
- During the remote learning period, teachers will enter the main entrance
- All ID's will be shut off until the district has lifted the remote learning period
- Keys will be handed out once the remote learning is complete.
- Custodian will lock all doors at the end of each day and unlock every morning during the remote learning period.

All faculty and staff are expected to wear their ID badges at all times. If at any time you lose or misplace your keys, notify the school administration immediately. Under no circumstances should you **give your keys or ID Badge to a student**. Keys will be taken at the end of each year.

LANGUAGE

All faculty and staff are expected to use appropriate language with each other and with our students. Using profanity to make a point or out of frustration is never acceptable. Disrespect does not warrant disrespect in return. As educators, we are to lead by example in our conduct and our speech.

LESSON PLANS

Lesson plans should be considered as a guideline for effective instruction. Therefore,
it is essential that teachers maintain daily lesson plans that provide a framework for
such instruction. Lesson plans include:
1. instructional objectives aligned to grade-level standards,
2. daily and weekly learning targets aligned to instructional objectives and correlated
3. to the District's Scope and Sequence, including timelines set by the District,
4. alignment with the instructional model of the school, if applicable and appropriate, and
5. assessment tools.
6. any additional items agreed upon in the AAP

LOST AND FOUND

Persons who find lost articles are asked to bring them to the Main Office. Persons who have lost articles are requested to report the lost items to the Main Office as soon after its discovery as possible.

LUNCH SUPERVISION

Basic rules
1. During lunch students must stay in cafeteria. Hallway needs to stay clear.
   a. Students who are behind on credit recovery will participate in study hall
   b. PRE-Identified students who need additional content support will be allowed to participate in the specific study halls.
      i. Students will only be able to exit the cafeteria if their names has been identified on a daily list provided by the principal.
2. No pop, snacks, candy or food is to be taken out of or eaten anywhere other than cafeteria.
3. No one goes to Library during lunch.
4. No Students in the Faculty Lunch Facilities.

MAILBOXES

Virtual Amendment
- Teacher should not congregate in this area
- Teachers should only check their mailboxes during virtual period if they are expecting mail
- All communication that is school based will be by email

Teachers should check their mailboxes and remove materials daily. They should not ask students to leave materials in

their mailboxes. If it is necessary for students to leave materials in a teacher's box, the materials should be left with one of the secretaries, who will then place it in the proper mailbox. Please make sure this area is neat and clean.

MASKS

CMSD will continue implementing/ reviewing universal masking requirements for all students, educators, and visitors. District admin will make determination if masks become mandatory.

NAMES AND ADDRESSES OF TEACHERS

The names and addresses of teachers are never given out to any source not officially connected with the Garrett Morgan High School.

NONDISCRIMINATION STATEMENT

In accordance with Federal Law, this institution is prohibited from discriminating on the basis of race, color, national origin, set, age, or disability. Refer to the Cleveland Metropolitan School District policy and administrative guidelines if you have questions.

OUTSIDE SPEAKERS / CONSULTANTS

Outside speakers or consultants are encouraged to be used in classroom instruction. **Inform/ get approval** the Principal prior to inviting an outside speaker or consultant to address your classes. Teacher must be present during the entire time speaker or consultant is in class.

PARKING

Teachers and staff are to park in the designated teacher parking lot. Parking spaces that have specific signage **should not be** utilized. Please respect the spaces that are designated for specific staff being that these individuals have extended working hours and their spots are chosen for safety reasons. Parking in the fire lane should not occur at anytime.

PASS PROCEDURES

❏ While it is important to keep students in class, teachers may allow limited hall passes for legitimate

reasons. All students outside of the class during class time must have an official GMSEI Hall Pass, no exceptions.

❏ Only one student should be out of the class at a time.

❏ If students need a "break", they should be given a pass to guidance/ planning center or but NOT be

permitted to walk the halls. The teacher should call the destination to let them know to expect the student. Formal break passes/plans must be approved by the GMSEI administration.

❏ If a student arrives late to class, and does not have a pass, they must be considered tardy. Send them to the office to retrieve the appropriate tardy slip.

❏ If teachers encounter students in the hall during class time, they should ask to see a pass. If the student does not have, or has a suspicious pass, the teacher should note the student's name and direct the student to the office.

❏ Teachers should collect any suspicious passes and turn them over to the office with an office referral identifying the concern.

❏ Note any consistent patterns of leaving class or being in hallways, and report this information to the assistant principal.

❏ All students are assigned a lunch band and should NOT be given a pass to the cafeteria during a different lunch band Students will NOT be allowed to eat in the classroom during lunch.

PROFESSIONAL   CONVERSATIONS

As professionals, our workplace conversations must reflect integrity, honesty, and good judgement. Do not have conversations about each other or students in public places where you may be overheard and taken out of context. Remember, "what Jack says about Jill says more about Jack than it does Jill."

PROFESSIONAL DEVELOPMENT *50 Minutes*

Virtual Amendment
- 50 Minutes, TBT and Faculty meetings will take place on Wednesdays (during the working day) during this remote learning period.

Professional development time is mandatory and will be carried out in accordance with the Collective Bargaining Agreement. The professional development is to be consistent with the school approved Academic Achievement Plan (AAP) .

REPORT CARDS

Report cards will be issued approximately one week following the end of the nine-week or semester grading period.

SAFETY MEASURES IN THE CLASSROOM AND LABS

Each student should be given documented instruction in safety measures in each class in which such instruction is appropriate.

SCHOOL SECURITY

- All door windows to classrooms and labs must be left **uncovered for security concerns.**

- Inform the office immediately if you see a stranger in the building. All visitors should have a visitors pass on them at all times once they have properly signed into the office.

- Make sure you secure your belongings, especially your cell phone, purse, or school bag. Do not leave valuable items in the building overnight.

- Lock and close any and all doors to your classroom whenever you are not in there and at the close of each school day. Do NOT prop open exterior doors.

STUDENT BEHAVIORS TO TAKE NOTICE OF

Students in your class may be experiencing or have experienced Adverse Childhood Experiences (ACES). These experiences can affect students in a variety of ways, and may manifest in a variety of behaviors including (but certainly not limited to):
❏ Disengagement
❏ Sleeping
❏ Inattention
❏ Sudden mood swings
❏ Self-injury
❏ Refusal to comply with reasonable requests
❏ Anxiety
❏ Substance use - slurred speech, red/glassy eyes, incoherent thought/speech, sweating, etc.

STUDENT CONFIDENTIALITY
from Student Code of Conduct

It is the intent of the District to limit the disclosure of information contained in your student's education records, except that DISCLOSURE MAY BE MADE:

- by prior written consent;
- as Directory Information (see OPT-OUT FORM on page # of this Handbook); and
- under other limited circumstances required or permitted by law.

STUDENT CODE OF CONDUCT

Virtual Amendment
- Admin will create a video to cover student code of conduct introduction to students
- Students will sign code of contact acknowledgement sheet virtually

The Student Code of Conduct is available online. The rules, regulations, guidelines, and procedures in the Student Code of Conduct **are the basis for the disciplinary structure of this school**. It is the **expectation that every faculty and staff** member look those over closely and if you have questions to ask Mr. Davis. The Student Code of Conduct is posted to the Cleveland Metropolitan School District website and a hard copy is provided to every student and teacher at the beginning of the year.

STUDENT DRESS CODE

Virtual Amendment
- Students should wear appropriate clothing online
- Teachers should wear appropriate clothing online

Each faculty and staff member is expected to enforce the Dress Code. Copies of the dress code are available in the Student Code of Conduct and in the front office. If a note is given to a student excusing them from dress code by admin, do not interfere. Students should not be put out of class because of dress code. Staff should notify Admin to handle violations. We currently do not have uniforms. Remember Uniform and Dress-code are two different items.

STUDENT HANDBOOK

In order to ensure that each student understands the operations and expectations of Garrett Morgan School of Engineering and Innovation and CMSD, the administration will review the **Student Handbook** in its entirety with students throughout the first week of school.

STUDENT HARASSMENT / BULLYING
from Student Code of Conduct

The Cleveland Metropolitan School District has adopted a policy regarding Student Harassment, Intimidation, and Bullying Harassment. Intimidation or bullying (including cyber bullying) is an intentional written, verbal or physical act that a student has exhibited toward another particular student or school personnel more than once, and such behavior causes both, mental or physical harm to the other student or school personnel, and is sufficiently severe, persistent or pervasive that it creates an intimidating, threatening or abusive educational environment for the other student or school personnel. **Please review STUDENT CODE OF CONDUCT for updated student code of conduct student harassment/bullying policy**

Administrators, teachers and all District employees are particularly alert to possible conditions, circumstances or events that might include hazing or bullying. If harassment, intimidation or bullying or planned harassment, intimidation or bullying is discovered, involved students are informed by the discovering District employee of the prohibition contained in the policy and are required to end all harassment, intimidation or bullying activities immediately. All student harassment, intimidation or bullying incidents are reported immediately to the school principal or other administrator designated by the school principal, and appropriate discipline is administered. School personnel are also required to report prohibited incidents of which they are aware to the principal or other designated administrator who shall document the report, investigate it, respond as appropriate, and develop a strategy for protecting the victim from additional prohibited incidents and from retaliation following a report. An appropriate response could include student disciplinary action under this Code of Student Conduct.

STUDENT ILLNESS / INJURY

If a situation arises with a student that is life threatening – call 911 immediately, then notify the front office. Do not move the student from your classroom until you receive instructions from administration or EMS. If the situation is not life threatening, please send the student to the front office after notifying us by classroom telephone that they are on their way. Do not allow students to call home ill from your classroom telephone.

STUDENT MAKE-UP WORK GUIDELINES FOR TEACHERS

General Rules

1. Students have as many days to make up work as they were absent. When a student returns to class, set the date make-up is due, and document it so there is no questions about when it is due. Give to the student, in writing, the exact date the make-up is due.

2. If the work is something that has to be done at school set a specific day (always the same) that the student may come in after school.

3. If the make-up is different from and more difficult than, the original assignment, students must be told this in advance.

4. Try to make your course content such that students can't afford to miss your class.

5. It is the student's responsibility to check for make-up work for absences.

6. Make-up work not turned in within the make-up period (days absent) may not be accepted, and the student may receive a zero for that particular assignment. If the district has a different policy, the teacher should follow that policy closely.

STUDENT PUBLICATIONS POLICY

Printed materials or other items may not be distributed in the school building, on school grounds, on the school buses, or at any other school scheduled activity **without approval of the Principal.** School equipment, supplies, and/or time will not be used to work on unauthorized publications.

Publications should always adhere to good journalistic practices. Publications should be free of libelous or obscene statements. Direct personal attacks on any person or organization are prohibited. Criticisms of school board policy, administrative policy, etc., should be constructive in nature. Constructive criticism implies an obligation on the part of the author to offer intelligent alternatives to the policy or action which is being criticized.

Advertisements should be appropriate for senior high school students.

STUDENT TEACHERS

Student teachers are assigned to faculty members after consultation between the teacher & admin. Teachers who have been assigned a student teacher must insist that the student teacher abide by all of the policies and procedures in the Teacher and Student Handbooks. Remember, the regular classroom teacher is responsible for what goes on in each class assigned to that teacher on the master schedule. This ultimate responsibility can never be legally, professionally, or morally relinquished to any student teacher.

SUPPLIES

Teachers will be able to make their requests at the beginning and middle of the year. If teachers are in need of supplies that are in stock, simply ask the secretary to fulfill your request. Please be mindful to take only what you and your students need at a specific time.

TEACHER ASSIGNED DETENTION OF STUDENTS

If a student violates classroom rules or regulations, he/she may be punished by the teacher by being kept after school in a after school detention period. Students will be given 24 hours (detention form available from office) written notice and it is the teacher's responsibility to notify their parents or guardians. The form must be completed fully or the student will NOT have to serve detention.

If a student misses detention, they will receive the district's consequences relative to detentions.

"A student is not to be excused from detention to participate in athletic events or extra-curricular activities."

This detention cannot exceed more than one hour.

Teachers are asked to retain their copy of detention notices until one of two events takes place:

1. A student refuses to accept a notice.

2. A student does not appear for the assigned detention.

Detention Rules for Students

1. Students are to be in the assigned detention room.

2. Students are to bring paper, pencil, and books to do work.

3. No refreshments will be permitted in the room.

4. Failure to serve detention on the day assigned will result in the student being issued additional discipline.

5. A student may not elect a substitute punishment in place of detention.

6. No credit for detention is given unless detention is fully served

Note: Do not use detention as a substitute for good classroom discipline.

TEACHER RESPONSIBILITY

Virtual Amendment
- Teachers should be mindful of activity on their district / personal computer specifically when using device to teach students
- Teacher should be mindful of physical activity that occurs live online during the contractual workday to include meetings, instructional sessions, or recordings

Teachers are expected to be on the Garrett Morgan High School campus and prepared to begin duty assignments no later than 8:15 am and remain until the APT approved dismissal times each day. Any teacher late arrival or early dismissal must be approved in advance by the building principal.

Each teacher shall be in class on time, ready for class and not leave the room during the class except when an emergency occurs. The class should begin promptly at the designated time and should not be dismissed until the designated time. It shall be the teacher's responsibility to maintain within the classroom the best possible climate for learning, such as controlling (within possible physical limitations) room temperature, lighting, ventilation, and general atmosphere as well as good discipline. All teachers should expect all students to behave appropriately. Teachers should always attempt to deal with unacceptable behavior before sending a student to the office with a referral, however, some

circumstances warrant an immediate referral and contact with the office. Depending on the situation, the administration may exercise one of several dispositions ranging from warnings to suspensions.

TEXTBOOKS

Virtual Amendment
- Students will not receive physical textbooks during this remote learning period. Teachers should utilize web-based textbooks or items in clever.

Teachers are expected to keep an accurate record of all textbooks. Please inform students that they are responsible for the textbooks they use and may be required to pay for damages or replacement.

VISITORS

Visits by parents or guardians of Garrett Morgan students are encouraged. Parents are to contact the administration at least one (1) business day prior to the desired visit. All visitors to Garrett Morgan High School must register in the Main Office as soon as they arrive at the building. Visitors other than parents or guardians will not be permitted unless approved by an administrator.

WEEKLY UDPATE

A weekly staff update will be **emailed to staff each week- SUNDAY/ MONDAY** Specifically, highlighting expectations, sharing relevant professional material, and communicating events and school programming. Teachers are responsible for reading the weekly update within 24 hrs. Students will receive an IVR every Sunday and newsletter quarterly. Event flyers will go home when necessary.

Positive Behavioral Interventions and Supports

Interventions and Supports

Positive Behavior Supports Defined

Positive Behavior Supports (PBIS) is rooted in the behavioral or behavior analytical perspective in which it is assumed that behavior is learned is related to immediate and social environmental factors, and can be changed. PBIS is based on the idea that students learn appropriate behavior in the same way they learn to read—through instruction, practice, feedback, and encouragement. Key features of PBIS include: (1) administrative leadership, (2) team-based implementation, (3) a clear set of defined positive expectations and behaviors, (4) teaching of expected behaviors, (5) recognition of meeting expected behaviors, (6) monitoring and correcting errors in behaviors, and (7) using data-based information for decision-making, monitoring, and evaluating building results.

Why PBIS?

Behavior is an academic. Previously, school-wide discipline has focused mainly on reacting to specific student misbehavior by implementing punishment-based strategies including reprimands, loss of privileges, office referrals, suspensions, and expulsions. Research has shown that the implementation of punishment, especially when it is used inconsistently and in the absence of other positive strategies, is ineffective. Introducing, modeling, and reinforcing positive social behavior is an important aspect of a student's educational experience. Teaching behavioral expectations and recognizing students for following them is a much more positive approach than waiting for misbehavior to occur before responding. The purpose of school-wide PBIS is to establish a climate in which appropriate behavior is the norm.

Building Expectations

In accordance with PBIS universal guidelines, the PBIS expectations are designed to (1) provide a clear understanding of expected student behavior, (2) be few in number, (3) be positively stated and structured, (4) use familiar language, and (5) include example behaviors defined for purposes of instruction. These expectations are:

PBIS Goals

Our ultimate goal is to improve overall school climate and lay foundations for building relationships that will pay dividends in the future. Together through consistency and positive relationships, we will improve the behavior of all students. PBIS aims to decrease behavioral infractions showing year- over-year improvement. PBIS assists towards this end as it is based upon the concept of teaching behaviors that will prevent noncompliance. We hope to develop a positive school community that teaches everyone the expectations for being Falcon that Shines BLUE (By concentrating on positive behaviors, we hope to create and maintain a positive and safe learning environment. Being consistent with addressing students when they do and do not meet our behavior expectations will increase compliance, provide them with greater structure, and clarify expected behavior.

What Does School-Wide PBIS Emphasize?

In general, SWPBIS emphasizes four integrated elements: (a) data for decision making, (b) measurable outcomes supported and evaluated by data, (c) practices with evidence that these outcomes are achievable, and (d) systems that efficiently and effectively support implementation of these practices.
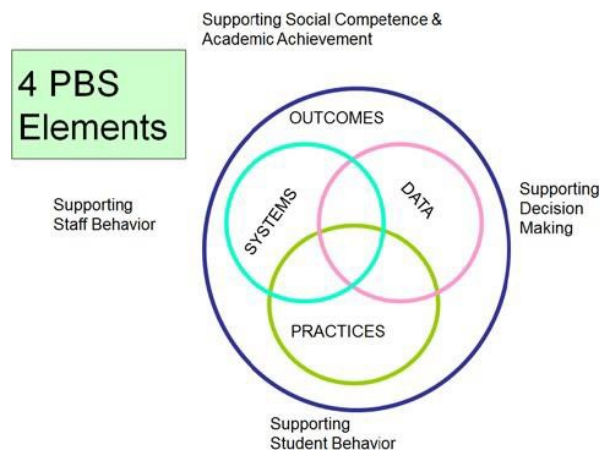
These four elements are guided by six important principles:
- Develop a continuum of scientifically based behavior and academic interventions and supports
- Use data to make decisions and solve problems
- Arrange the environment to prevent the development and occurrence of problem behavior
- Teach and encourage pro-social skills and behaviors
- Implement evidence-based behavioral practices with fidelity and accountability
- Screen universally and monitor student performance & progress continuously

All Staff Responsibilities

1. Teachers will teach, model, and practice each of the building-wide behavioral expectations.
2. Teachers will display and use the classroom expectations based upon the building-wide expectations. (Classroom expectations are to be posted in the classroom on the electronic template provided)
3. Teachers will seek input from students when creating classroom procedures. Students are more likely to buy into the procedures, if they had a hand in creating them.
4. Teachers will use the PBIS Behavior Flow Chart working with students who fail to meet building-wide and/or classroom expectations. (See "Interventions Handbook" –in office and "Flowchart of Interventions" on page 18.)
5. Teachers will utilize the Observed Student Behavior Report on page 21 to track teacher-managed behavior. Information from the form must be added to the WVEIS Discipline Management System within 24 hours.
6. Teachers will utilize the Behavior Contract on page 20 for students who consistently fail to meet PBIS expectations.
7. All staff will develop and/or use PBIS established strategies for recognizing students who meet and/or exceed building-wide and classroom expectations using informal and formal recognition programs such as ARMOR tickets, Classroom Recognition, Positive Student Referrals, and Knights in Shining Armor (Student of the Month nominations).
8. All classroom teachers are involved as supervisors at various points within the school day and/or school year.
9. All staff will observe students to see that they are meeting building-wide expectations in all non-classroom settings of the school.
10. All staff will talk with students and provide feedback based on the building -wide expectations.

Continuum of School Wide PBIS

School wide PBIS (SWPBIS) schools organize their evidence-based behavioral practices and systems into an integrated collection or continuum in which students experience supports based on their behavioral responsiveness to intervention. A three-tiered prevention logic requires that all students receive supports at the universal or primary tier. If the behavior of some students is not responsive, more intensive behavioral supports are provided, in the form of a group contingency (selected or secondary tier) or a highly individualized plan (intensive or tertiary tier).

Continuum for Behavioral Response to Intervention

INTENSIVE (Few 3-5%)
Students with more than 5 behavioral referrals
- Behavior Support Plan (with FBA)
- Collaborative Problem solving
- Special education evaluation
- Mental health evaluation referral
- Alcohol/Drug evaluation referral
- Progress monitoring
- Wraparound services (i.e., Direction Services Community Resource Team)
- Threat Assessment
- DESCC (grades 6-12)
- Major Suspension Program (MSP)

TARGETED (Some 10-15%)
Students with 3-5 behavioral referrals
- Check-in/check-out
- Attendance phone calls/letters
- Parent/student/teacher/administrator conferences
- Individual student problem solving team
- Targeted social/emotional skills instruction groups (e.g. conflict management, anger management, organizational skills, etc.)*
- Targeted parent support groups and training (e.g. Insight, Guiding Good Choices, etc.)*
- Simple behavior plan— considering the purpose of the behavior
- Meaningful work/job assignment*
- Progress monitoring tools (on task monitoring form, replacement behavior worksheet, ratio or interactions)
- Mentoring*
- Modify procedures/increase supervision in non-classroom settings (Structured recess and/or lunch)

UNIVERSAL (All (80%)
Students with 0-3 behavioral referrals
- School-wide expectations defined and taught
- Effective instruction and effective classroom management with differentiated instruction
- Expectations reinforced (ratio 4:1)
- Effective supervision
- Fluent corrections for early-stage misbehavior (see CHAMPs and Teacher Encyclopedia)
- Social/emotional skills instruction (e.g. Second Step, bullying prevention, etc.)
- Parent engagement
- Grade level/peer teacher teams
- Progress monitoring tools (data collection tools)
- Attendance procedures
- Universal Assessment
- Before and after school programs/supports

BUILT ON A CULTURALLY AND LINGUISTICALLY RESPONSIVE FOUNDATION
as building resources are available

Who is on the school-wide PBIS Team?

The PBIS team should be representative of the entire school staff across grade levels, classified staff, Special Education staff, etc. Teams are also encouraged to have a parent member. Having a representative team will improve communication and feedback about PBIS programs in the school and should also improve involvement and buy-in throughout the school. The current PBIS team consists of the following members:

Tier I-	Tier II-
Administrator	Administrator
Teacher	Teacher
Teacher	Teacher
Counselor	Counselor
Say Yes Family Support Specialist	SST LEAD
	School Psychologist

Expectations
Matrix

Garrett Morgan ENGINEERING AND INNOVATION — Gateway to the World

FALCONS ARE B-L-U-E

	CLASSROOM	CAFETERIA	DIGITAL & INNOVATION LABS	HALLWAYS	ACTIVITIES & EVENTS	RESTROOMS
B — Be there & prepared	-Attend class daily -Be prepared -Be engaged - Requests for passes during the first 10 or last 10 minutes of class are prohibited.	-Report immediately to cafeteria and stay until bell rings	-Attend class daily -Be prepared -Be engaged	-Take the most direct route to class -A hall pass is required during instruction time	-Follow directions -Adhere to the program norms	-Request pass at appropriate times
L — Live responsibly	-Be on time -Stay on task -Follow directions -Use technology appropriately	- Food and drink must remain in cafeteria -Leave area clean -Put trash in the trash can -Push chairs in	-Be on time -Eating and drinking is prohibited -Utilize only assigned equipment -Take care of school property	-Place trash in the proper receptacles -Report problems and vandalism to Main Office	-Be on time -Follow directions -Demonstrate a positive attitude -Report problems to staff	-Be considerate -Use appropriate language and volume -Report problems and vandalism to the main office
U — Uphold integrity	-Work to your fullest potential -Do your own work -Set and strive to achieve academic goals -Make good use of time -Practice kindness and compassion	-Wait your turn in line -Use appropriate language	-Work to your fullest potential -Do your own work -Set and strive to achieve academic goals -Make good use of time -Practice kindness and compassion	-Respect classes that are in session -Avoid, prevent, report bullying -Use appropriate language	- Display good sportsmanship -Respect our guests - Avoid, prevent, and report bullying	-Avoid, prevent, and report bullying
E — Embrace diversity & give respect	-Be respectful to all -Use appropriate language -Maintain personal space of others -Take care of school property	-Respect cafeteria staff -Follow directions -Keep area clean	-Be respectful -Follow directions -Use equipment appropriately -Maintain personal space of others	-Be respectful -Respect classes that are in session -Maintain personal space of others	-Be respectful -Use appropriate language -Recognize personal space of others -Take care of school property	-Honor privacy -Use facilities for intended purposes -Wash your hands

RESTROOM EXPECTATIONS

- Respect yourself and the privacy of others
- Use the facilities and return to class
- Keep area clean
- Wash your hands
- Report problems to main office

INNOVATION LAB EXPECTATIONS
YELLOW ZONE

- Sign-in with teaching staff
- Follow all safety regulations
- Respect equipment
- Report injuries to the instructor immediately
- Report equipment malfunctions to the instructor immediately
- Eating and drinking are prohibited

DIGITAL LAB EXPECTATIONS
YELLOW ZONE

- Follow directions
- Respect equipment
- Use technology appropriately
- Eating and drinking are prohibited

CAFETERIA EXPECTATIONS
GREEN ZONE

- Be respectful
- Follow directions
- Food and drink must remain in cafeteria
- Keep area clean
- Push chairs under table

CLASSROOM EXPECTATIONS
RED ZONE

EXPECTATIONS:
- Be prepared and on time
- Be respectful
- Stay on task and engaged
- Work to your fullest potential
- Do your own work
- Be kind and compassionate

CONSEQUENCES:
1st Offense: Verbal warning
2nd Offense: Parent/ Guardian contact
3rd Offense: Office referral
Severe behaviors will result in an immediate office referral

Recognizing Individuals Who Achieve Behavior Expectations

The Positive Behavior Supports has devised a variety of recognition programs as part of PBIS within the building. These programs are designed to recognize those individuals who do the right thing in upholding the BLUE Expectations on a daily, weekly, and monthly basis.

All staff are responsible for acknowledging students by giving specific and positive feedback to students who are meeting building-wide expectations; these recognition programs are intended to complement this direct response to positive student behavior. Positive feedback should be expressed 4:1 to constructive feedback.

Our goal is to create a learning environment where students are engaged and successful. Schools should teach, support, and encourage students to be "self-managers" and students should not "depend" on rewards to behave well. We want students to sustain and expand the skills they learn in school to life experiences beyond school. Rewards **can** create reduction in desired behavior, especially when (a) delivered globally, (b) delivered in a manner that creates physiological pressure, or (c) when a lesser level of reward is provided (e.g. consequence).

Each morning a quote reflecting BLUE expectations will be shared with the morning announcements.

Classroom/School wide Acknowledgements:
➢ PBIS Rewards System- Classroom Based
➢ Falcon Tickets- Outstanding students
➢ Administration will disburse tickets quarterly.

No referral Quarterly Events/Activities:

Quarterly events/activities are provided for students who have NO discipline referrals for the quarter. Students will receive an official invitation to the activity approximately one week before the event. Only students that have an invitation are allowed into the event or activity. Teachers/Staff should check that the student has the invitation before releasing them from class. The PBIS team will provide teachers and staff with a list of students for each event. Event examples are; ice cream social, hot dog roast, pizza party, game event, etc.).

"No Office-Managed Referral" End of Year Events/Activities:

The *"No Office-Managed Referral" End of Year Event* is provided for students who have NO discipline

referrals for the entire year. Students will receive an official invitation to the activity approximately one week before the event. Only students who have an invitation are allowed into the event or activity. Teachers/Staff should check that the student has the invitation before releasing them from class. The PBIS team will also provide teachers and staff with a list of students for the event.

Students of the Month:

Each month one student from each grade level (9-12) are nominated by their grade level teachers for the "Falcon of the Month" award based on academic and behavioral excellence. The nominating form will be attached to our weekly update. Nominations will be submitted to Administration, and they will choose the final student based on nominations. The students will have their pictures displayed on the student recognition board near the main office, published on schools website. Each student's parent will be notified, as well.

Staff Acknowledgements

Criteria:
Each month, we will recognize a different teacher or staff member based on her/his contributions to the school, excellence in the classroom, leadership abilities, citizenship, community involvement and a variety of other criteria. Staff will be nominated and selected based on the following criteria:

 1. Excellence in the Classroom or in her/his job – consistently advancing students to higher levels of academic achievement.

2. Motivation – having the ability to motivate and encourage students to advance past their expectations both academically and socially.

3. Leadership – serving as a leader not only in the classroom, but also throughout the school.

4. Community Service – demonstrating the importance of civic responsibility by being active in community or other service organizations.

5. Creativity and Imagination – demonstrating creativity and imagination in their lesson plans and teaching methods that inspire students to learn. For staff, this means demonstrating creativity and imagination in carrying out their job duties in such a way that they motivate and inspire others in the school community to learn.

6. Dedication – showing excellent attendance, punctuality and a desire to see their students advance, in addition, participating in programs and activities outside the school day.

7. Communication – communicating articulately to their classrooms, colleagues and beyond.

Process:
   ➤ Teachers will be nominated by the 5th of each of month by their peers.
   ➤ The nomination committee will review and choose the Teacher of the Month.

➢ Teachers will be able to get PBIS Rewards for exhibiting model behavior.

Behavior Definition List

*Be mindful this can be changed/ updated at anytime

Behaviors	Definitions - Teacher-Managed
LEVEL 1: Minimally Disruptive Behaviors – disrupt the educational process and the orderly operations of the school but do not pose direct danger to self or others.	
Cheating	A student will not plagiarize or copy the work of others or break rules to gain advantage in a competitive situation. Interventions for this inappropriate behavior may include academic sanctions in addition to other discipline.
Deceit	A student will not deliberately conceal or misrepresent the truth, deceive another or cause another to be deceived by false or misleading information.
Disruptive/ Disrespectful Conduct	A student will not exhibit behavior that violates classroom/school rules, results in distraction and obstruction of the educational process or that is discourteous, impolite, bad mannered and/or rude. Behavior is considered disruptive and/or disrespectful if a teacher is prevented from starting an activity or lesson, or has to stop instruction to address the disruption.
Failure to Serve Detention	A student will not fail to serve an assigned detention of which students and/or parents/guardian have been notified.
Falsifying Identity	A student will not use another person's identification or give false identification to any school official with intent to deceive school personnel or falsely obtain money or property.
Inappropriate Appearance	A student will not dress or groom in a manner that disrupts the educational process or is detrimental to the health, safety or welfare of others. A student will not dress in a manner that is distractive or indecent, to the extent that it interferes with the teaching and learning process, including wearing any apparel that displays or promotes behavior and/or items prohibited by this policy.
Inappropriate Display of Affection	Students will not engage in inappropriate displays of intimate affection, such as kissing or embracing.
Inappropriate Language	A student will not orally, in writing, electronically, or with photographs or drawings, use profanity in general context (not directed toward any individual or group).
Possession of Inappropriate Personal Property	A student will not possess personal property that is prohibited by school rules or that is disruptive to teaching and learning.
Skipping Class	In accordance with WVBE Policy 4110 a student will not fail to report to the school's assigned class or activity without prior permission, knowledge or excuse by the school or by the parent/guardian.
Tardiness	A student will not fail to be in his/her place of instruction at the assigned time without a valid excuse.
Vehicle Parking Violation	A student will not engage in improper parking of a motor vehicle on school property.

Behaviors	Definitions – Office-Managed	
LEVEL 2: Disruptive and Potentially Harmful Behaviors – disrupt the educational process and/or pose potential harm or danger to self and/or others. The behavior is committed willfully but not in a manner that is intended maliciously to cause harm or danger to self and/or others.		
Gang Related Activity	A student will not, by use of violence, force, coercion, threat of violence or gang activity, cause disruption or obstruction to the educational process. Gangs are defined as organized groups of students and/or adults who engage in activities that threaten the safety of the general populace, compromise the general community order, and/or interfere with the school district's educational mission. Gang activity includes: • Wearing or displaying any clothing, jewelry, colors, or insignia that intentionally identifies the student as a member of a gang, or otherwise symbolizes support of a gang. • Using any word, phrase, written symbol or gesture that intentionally identifies a student as a member of gang, or otherwise symbolizes support of a gang. • Gathering of two or more persons for purposes of engaging in activities or discussions promoting gangs. • Recruiting student(s) for gangs.	
Habitual Violation of School Rules or Policies	A student will not persistently, as defined by the county, refuse to obey the reasonable and proper orders or directions of school employees, school rules or policies.	
Insubordination	A student will not ignore or refuse to comply with directions or instructions given by school authorities. Refusing to open a book, complete an assignment, work with another student, work in a group, take a test or do any other class- or school-related activity not listed herein, refusing to leave a hallway when requested by a school staff member, or running away from school staff when told to stop, all constitute insubordination/unruly conduct.	
Leaving School Without Permission	A student will not leave the school building, campus of school activity for which the student is enrolled without permission from authorized school personnel.	
Physical Fight Without Injury	A student will not engage in a physical altercation using blows in an attempt to harm or overpower another person or persons.	
Possession of Imitation Weapon	A student will not possess any object fashioned to imitate or look like a weapon.	
Possession of Knife not meeting Dangerous Weapon Definition	A student will not possess a knife or knife-like implement under 3½ inches in length. West Virginia Code §61-7-2 clarifies that a pocket knife with a blade 3½ inches or less in length, a hunting or fishing knife carried for sports or other recreational uses, or a knife designed for use as a tool or household implement shall not be included within the term "knife" as defined as a deadly weapon unless such knife is knowingly used or intended to be used to produce serious bodily injury or death.	
Profane Language/ Obscene Gesture/ Indecent Act Toward… An Employee or A Student	A student will not direct profane language, obscene gestures or indecent acts towards a school employee or a fellow student. This inappropriate behavior includes but is not limited to, verbal, written, electronic and/or illustrative communications intended to / offend and or humiliate.	
Technology Misuse	A student will not violate the terms of WVBE Policy 2460, Safety and Acceptable Use of the Internet by Students and Educators.	
Behaviors	**Definitions - Office-Managed**	
LEVEL 3: Imminently Dangerous, Illegal and/or Aggressive Behaviors – are willfully committed and are known to be illegal and/or harmful to people and/or property. The principal shall address these inappropriate behaviors in accordance with W. Va. Code		
Battery Against a Student	A student will not unlawfully and intentionally injure another student.	

Defacing School Property/ Vandalism	A student will not willfully cause defacement of or damage to property of the school or others. Actions such as writing in school textbooks or library books, writing on desks or walls, carving into woodwork, desks, or tables, and spray painting surfaces are acts of defacement. Examples of damage to school property include, but are not limited to, ruining bulletin boards, intentionally clogging the plumbing system, breaking light bulbs or fixtures, and damaging school equipment to the point where repair is necessary.	
Behaviors	**Definitions – Office-Managed**	
False Fire Alarm	A student will not knowingly and willingly set off a fire alarm without cause.	
Fraud/Forgery	A student will not deceive another or cause another to be deceived by false or misleading information or sign the name of another person in order to obtain anything of value or defraud authorities.	
Gambling	A student will not engage in any game of chance or contest wherein money or other items of monetary value are awarded to the winner, except for those games and contests authorized as official school functions.	
Hazing	A student will not haze or conspire to engage in the hazing of another person. "Hazing" means to cause any action or situation which recklessly or intentionally endangers the mental or physical health or safety of another person or persons to destroy or remove public or private property for the purpose of initiation or admission into or affiliation with, or as a condition for continued membership in, any activity or organization, including both co-curricular and extra-curricular activities.	
Improper or Negligent Operation of a Motor Vehicle	A student will not intentionally or recklessly operate a motor vehicle, on the grounds of any educational facility, parking lot, or at any school-sponsored activity, so as to endanger the safety, health or welfare of others.	
Larceny	A student will not, without permission, take another person's property or have another person's property in his or her possession. Property valued at $1,000 or more will increase this behavior to a Level 4 because it is considered a felony in accordance with West Virginia Code.	
Sexual Misconduct	A student will not publicly and indecently expose themselves, display or transmit any drawing or photograph of a sexual nature, or commit an indecent act of a sexual nature on school property, on a school bus or at a school sponsored event.	
Threat of Injury/Assault Against… An Employee A Student	A student will not threaten (verbal or written) or attempt to injure another student, teacher, administrator or other school personnel. [This includes assault on a school employee defined in West Virginia Code.	
Trespassing	A student will not enter upon the premises of the county school system property, other than to the location to which the student is assigned, without authorization from proper school authorities.	
Harassment/ Bullying/ Intimidation	A student will not bully/intimidate/harass another student. According to West Virginia Code §18-2C-2, "harassment, intimidation or bullying" means any intentional gesture, or any intentional electronic, written, verbal or physical act, communication, transmission or threat that:	

- A reasonable person under the circumstances should know will have the effect of harming a student, damaging a student's property, placing a student in reasonable fear of harm to his or her person, and/or placing a student in reasonable fear of damage to his or her property;
- Is sufficiently severe, persistent or pervasive that it creates an intimidating, threatening or emotionally abusive educational environment for a student; or
- Disrupts or interferes with the orderly operation of the school.

An electronic act, communication, transmission or threat includes but is not limited to one which is administered via telephone, wireless phone, computer, pager or any electronic or wireless device whatsoever, and includes but is not limited to transmission of any image or voice, email or text message using any such device.

Acts of harassment, intimidation, or bullying that are reasonably perceived as being motivated by any actual or perceived differentiating characteristic, or by association with a person who has or is perceived to have one or more of these characteristics, shall be reported using the following list: race; color; religion; ancestry; national origin; gender; socioeconomic status; academic status; gender identity or expression; physical appearance; sexual orientation; mental/physical/developmental/ sensory disability; or other characteristic.
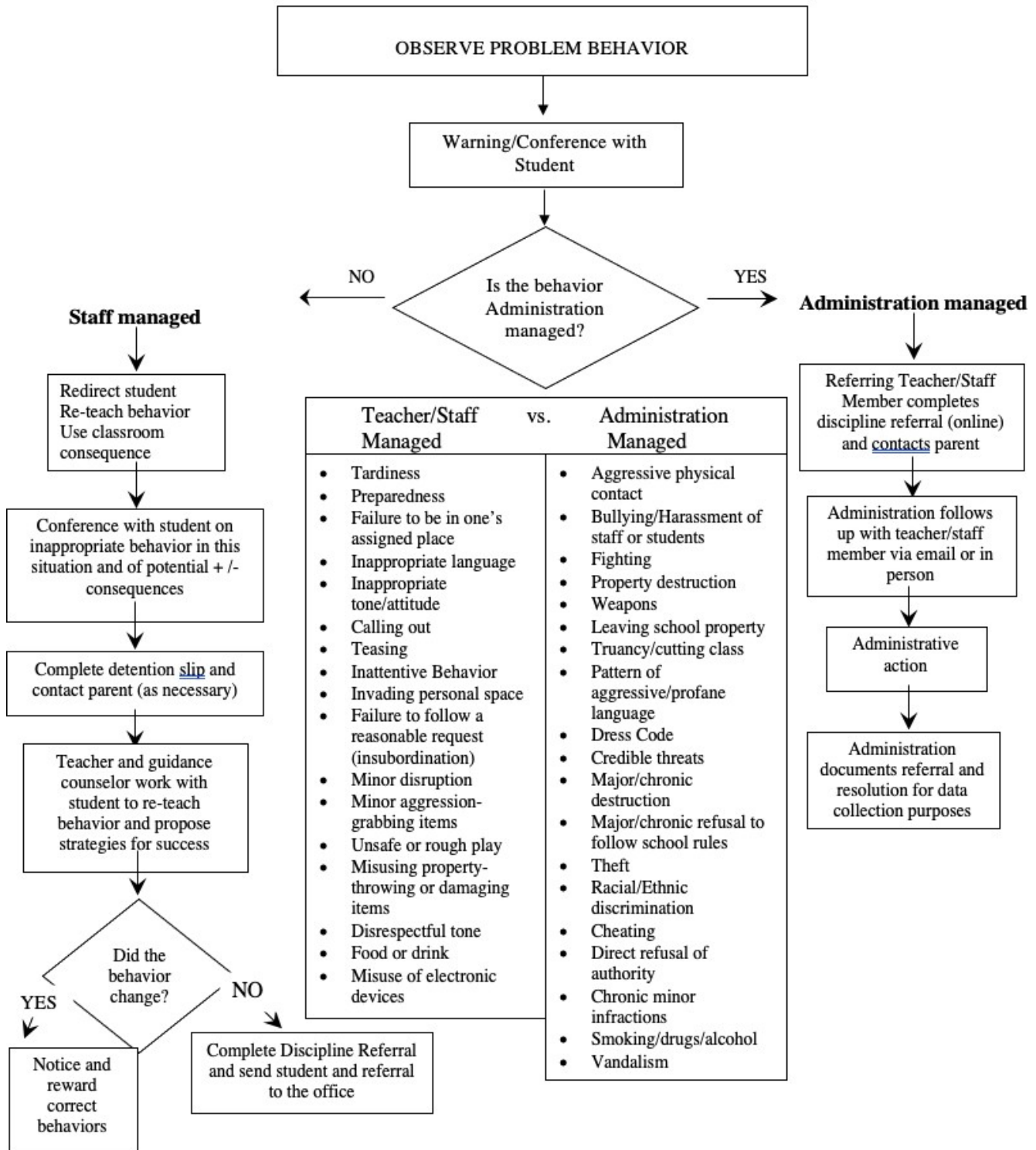
When harassment, intimidation or bullying are of a racial, sexual and/or religious/ethnic nature, the above definition applies to all cases regardless of whether they involve students, staff or the public. Detailed definitions related to inappropriate behavior of this nature are as follows:
Sexual harassment consists of sexual advances, requests for sexual favors, sexually motivated

Behaviors	Definitions – Office-Managed	
	physical conduct or other verbal or physical conduct or communication of a sexual nature when: • submission to the conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining or retaining employment, or of obtaining an education; or • submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education; or that conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's employment or education; or • creating an intimidating, hostile or offensive employment or educational environment. Sexual harassment may include but is not limited to: • verbal harassment of a sexual nature or abuse; • pressure for sexual activity; • inappropriate or unwelcome patting, pinching or physical contact; • sexual behavior or words, including demands for sexual favors, accompanied by implied or overt threats and/or promises concerning an individual's employment or educational status; • behavior, verbal or written words or symbols directed at an individual because of gender; or the use of authority to emphasize the sexuality of a student in a manner that prevents or impairs that student's full enjoyment of educational benefits, climate/culture or opportunities. <u>Racial harassment</u> consists of physical, verbal or written conduct relating to an individual's race when the conduct: • has the purpose or effect of creating an intimidating, hostile or offensive working or academic environment; • has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or otherwise adversely affects an individual's employment or academic opportunities. <u>Religious/ethnic harassment</u> consists of physical, verbal or written conduct which is related to an individual's religion or ethnic background when the conduct: • has the purpose or effect of creating an intimidating, hostile or offensive working or academic environment; • has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or otherwise adversely affects an individual's employment or academic opportunities. <u>Sexual violence</u> is a physical act of aggression or force or the threat thereof which involves the touching of another's intimate parts, or forcing a person to touch any person's intimate parts. Intimate parts include the primary genital area, groin, inner thigh, buttocks or breast, as well as the clothing covering these areas. Sexual violence may include, but is not limited to: • touching, patting, grabbing or pinching another person's intimate parts, whether that person is of the same sex or the opposite sex; • coercing, forcing or attempting to coerce or force the touching of anyone's intimate parts; • coercing, forcing or attempting to coerce or force sexual intercourse or a sexual act on another; or • threatening to force or coerce sexual acts, including the touching of intimate parts or intercourse, on another. • threatening or forcing exposure of intimate apparel or body parts by removal of clothing. <u>Racial violence</u> is a physical act of aggression or assault upon another because of, or in a manner reasonably related to, race. <u>Religious/ethnic</u> violence is a physical act of aggression or assault upon another because of, or in a manner reasonably related to, religion or ethnicity.	
Imitation Drugs: Possession, Use, Distribution or Sale	A student will not possess, use, distribute or sell any substance that is expressly represented or implied to be a controlled substance or simulate the effect and/or the appearance (color, shape, size and markings) of a controlled substance.	
Inhalant Abuse	A student will not deliberately inhale or sniff common products found in homes, schools and communities with the purpose of "getting high". The action may be referred to as huffing, sniffing, dusting and/or bagging.	

Possession/Use of Substance Containing	A student will not unlawfully possess, use or be under the influence of any substance containing tobacco and/or nicotine or any paraphernalia intended for the manufacture, sale and/or use of tobacco/nicotine products in any building/area under the control of a county school system,	

Behaviors	Definitions – Office-Managed	
Tobacco and/or Nicotine	including all activities or events sponsored by the county school district.	

Behaviors	Definitions - Crisis Incidents	
LEVEL 4: Safe Schools Act Behaviors - are consistent with those addressed in West Virginia Code Law require that the principal, superintendent and county board address Level 4 behaviors in a specific manner as outlined in West Virginia Code §18A-5-1a.		
Battery Against a School Employee	A student will not commit a battery by unlawfully and intentionally making physical contact of an insulting or provoking nature with the person of a school employee as outlined in West Virginia Code §61-2-15(b).	
Felony	A student will not commit an act or engage in conduct that would constitute a felony under the laws of this state if committed by an adult as outlined in West Virginia Code §18A-5-1a(b)(i). Such acts that would constitute a felony include, but are not limited to, arson (West Virginia Code §61-3-1), malicious wounding and unlawful wounding (West Virginia Code §61-2-9), bomb threat (West Virginia Code §61-6-17), sexual assault (West Virginia Code §61-8B-3), terrorist act or false information about a terrorist act, hoax terrorist act (West Virginia Code §61-6-24) and grand larceny (West Virginia Code §61-3-13).	
Illegal Substance Related Behaviors	A student will not unlawfully possess, use, be under the influence of, distribute or sell any substance containing alcohol, over-the-counter drugs, prescription drugs, marijuana, narcotics, any other substance included in the Uniform Controlled Substances Act as described in West Virginia Code §60A-1-101, et seq. or any paraphernalia intended for the manufacture, sale and/or use of illegal substances in any building/area under the control of a county school system, including all activities or events sponsored by the county school district. This includes violations of WVBE Policy 2422.8 - Medication Administration and instances of prescription drug abuse.	
Possession and/or Use of Dangerous Weapon	According to West Virginia Code §18A-5-1a(a), a student will not possess a firearm or deadly weapon as defined in West Virginia Code §61-7-2, on any school bus, on school property or at any school-sponsored function as defined in West Virginia Code §61-7-11a. As defined in West Virginia Code §61-7-2, a "dangerous weapon" means any device intended to cause injury or bodily harm, any device used in a threatening manner that could cause injury or bodily harm, or any device that is primarily used for self-protection. Dangerous weapons include, but are not limited to, blackjack, gravity knife, knife, knife-like implement, switchblade knife, nunchaku, metallic or false knuckles, pistol, or revolver. A dangerous weapon may also include the use of a legitimate tool, instrument, or equipment as a weapon including, but not limited to, pens, pencils, compasses, or combs, with the intent to harm another.	

Garrett Morgan
ENGINEERING AND INNOVATION
Gateway to the World

OBSERVE PROBLEM BEHAVIOR

Warning/Conference with Student

NO ← Is the behavior Administration managed? → YES

Staff managed

Redirect student
Re-teach behavior
Use classroom consequence

Conference with student on inappropriate behavior in this situation and of potential + /- consequences

Complete detention slip and contact parent (as necessary)

Teacher and guidance counselor work with student to re-teach behavior and propose strategies for success

Did the behavior change?

YES → Notice and reward correct behaviors

NO → Complete Discipline Referral and send student and referral to the office

Administration managed

Referring Teacher/Staff Member completes discipline referral (online) and contacts parent

Administration follows up with teacher/staff member via email or in person

Administrative action

Administration documents referral and resolution for data collection purposes

Teacher/Staff Managed	vs.	Administration Managed
• Tardiness • Preparedness • Failure to be in one's assigned place • Inappropriate language • Inappropriate tone/attitude • Calling out • Teasing • Inattentive Behavior • Invading personal space • Failure to follow a reasonable request (insubordination) • Minor disruption • Minor aggression-grabbing items • Unsafe or rough play • Misusing property-throwing or damaging items • Disrespectful tone • Food or drink • Misuse of electronic devices		• Aggressive physical contact • Bullying/Harassment of staff or students • Fighting • Property destruction • Weapons • Leaving school property • Truancy/cutting class • Pattern of aggressive/profane language • Dress Code • Credible threats • Major/chronic destruction • Major/chronic refusal to follow school rules • Theft • Racial/Ethnic discrimination • Cheating • Direct refusal of authority • Chronic minor infractions • Smoking/drugs/alcohol • Vandalism

TIER 1 = Universal Interventions
All Students

School-wide Positive Behavioral Interventions & Supports (PBIS) is a prevention model. It is based on the premise that **all students can benefit** from well implemented, evidence- based practices for improving student behavior. PBIS must be culturally and linguistically responsive to students and families in order to eliminate disparities in disciplinary outcomes. School-wide PBIS provides a comprehensive framework that can be used by any school to design their own system of behavioral **supports for all students**. It also provides informed decision-making, based upon data analysis that guides the process of assessing student needs and providing additional levels of behavioral support to students in need.

For STUDENTS…	FOR FACULTY and STAFF
Teaching behaviors in the setting they will be used	Providing time, materials, guidelines and accountability for **delivering** lesson plans and student recognition
Providing **praise** and other forms of **recognition** when students demonstrate school-wide expectations	Providing **praise** and other forms of **recognition** when faculty & staff implement Tier 1 with fidelity
Being **consistent** when addressing challenging behavior, while taking developmental norms and behavioral function into account	**Involving faculty, staff, families and students** in the development of behavior definitions and possible consequences
Providing **refresher lessons and targeted recognition** throughout the school year so skills are ready and likely to be used when students need them	Using **data and stakeholder perspectives** to prepare relevant lesson plans and recognition strategies; and Providing **regular professional development** on the school's Tier 1 system so that staff are aware of school-wide patterns and preferred responses
Asking students and their families for their **perspectives** on school climate, instruction, rewards, and discipline so improvements in Tier 1 may be made	Asking staff for their **perspectives** on school climate, instruction, rewards and discipline so improvements in Tier 1 may be made

School-wide PBIS provides a positive focus to encouraging desirable student behaviors resulting in positive climate which maximizes learning. A set of universal expectations for behavior, positively stated, are established **for all students in all locations of the school**. These expectations generally promote core values such as respect, responsibility, and safety.

Expectations and interventions should be culturally and linguistically responsive for all students. Interventions and strategies are implemented to teach and reinforce these expectations. These include:

- Periodic direct instruction in specific student behaviors that demonstrate a common set of guiding principles (e.g. respect, responsibility, and safety) in all locations in the school.
- Generous quantities of positive adult/teacher attention and other kinds of reinforcement to students for demonstrating positive behaviors, especially specific behavior expectations identified by the school.
- Predictable consequences for behavior infractions that are delivered consistently by all staff in a calm professional manner throughout the entire school. Consequences are not primarily punitive in nature; they are an opportunity for the student to learn from his or her mistakes and to accept responsibility for the choices that he or she made. The consequences are provided on a continuum matched to the intensity of the misbehavior.

A School-wide PBIS school incorporates a few simple systems practices that are crucial to sustaining the program over time. These include:

- The establishment of a representative, school-based School-wide PBIS team with a strong administrative presence and support. The School-wide PBIS team uses the "framework" of School-wide PBIS to design that school's unique set of practices.
- School-wide PBIS activities are embedded into existing school activities such as school improvement and student assistance teams.
- The school establishes a system for using behavioral data (e.g., office discipline referrals or some other method of incident reporting). These data are analyzed and used in a robust way to guide the design and implementation of additional behavior supports, especially at the targeted and intensive levels.
- The school uses designated School-wide PBIS assessment tools at prescribed intervals to assess fidelity of implementation of School-wide PBIS.

TIER 1

How is Tier 1 implemented?

The following steps illustrate the general process of Tier 1 implementation:

Step 1	**Establish commitment and get started**	Strong and active administrative support is essential to successful implementation of School-wide PBIS. Analysis of current systems and initiatives will be helpful to determine how School-wide PBIS will be most helpful. PPS is committed to district-wide implementation to School-wide PBIS
Step 2	**Form the school's PBIS team**	Immediately after the initial staff training, the administrator forms the school's PBIS Team, as interest level is usually peaked at this time.
Step 3	**Establish data collection system**	Office discipline referrals (ODRs) are a primary source of data used to guide the process of implementing School-wide PBIS. Referral data are summarized, and key data reports are kept up to date and shared with staff on a regular basis.
Step 4	**Establish and teach positive behavior expectations**	The process for establishing a universal set of positive behavior expectations begins with identifying three to five core behavioral values for the school and classroom. Generally, schools identify concepts such as respect, responsibility, safety, productivity, and effort as their core values
Step 5	**Design systems for positive acknowledgment and reinforcement**	As a universal strategy, systems should be established within the school to ensure that all students receive positive acknowledgment for demonstrating the high priority behaviors established in the expectations matrix
Step 6	**Design predictable consequence systems for behavior infractions**	"Getting on the same page" with other adults when it comes to enforcing rules, addressing behavior infractions, and administering appropriate consequences begins by establishing categories of major and minor infractions.
Step 7	**Implement data-based decision making**	School-wide behavioral data should be readily available to the PBIS team. Using a cycle of improvement, the data should be updated and reviewed at least once per month by the team.
Step 8	**Implement evidenced-based classroom management**	School-wide PBIS would not be complete without well-established evidenced-based classroom management practices

Step 9	**Social Emotional Learning**	Build social and emotional learning competencies by building time in the instructional day to directly teach all students self-management, self-awareness, social awareness, relationship skills and responsible decision making.
Step 10	**Universal Screening**	Schools have a systematic process in place to help identify students whose school behaviors may create a barrier to learning. Teachers use an evidence based universal behavior screening tool to identify and refer students who are at risk for behavior disorders/problems of either an externalizing or internalizing nature

TIER 1

Step 1

Establish commitment and get started

Strong administrative support is essential to successful implementation of School-

wide PBIS. Portland Public Schools has a district-level commitment to support to implementing PBIS. It is suggested that for a school implementing School-wide PBIS, that they look at the research, gather information, talk to other schools that have implemented the model, or consult with a district or national expert on School-wide PBIS. Schools that have implemented PBIS cite the following reasons for adopting the program:

- To decrease levels of disruptiveness, rates of office referrals, and suspensions.
- To improve school climate, safety, and order.
- To increase instructional time.
- To increase administrative time for purposes other than to manage discipline problems.
- To enhance the overall operation and performance of the school.
- To more effectively partner with parents and the community.
- To improve staff moral.

What does a commitment to School-wide PBIS look like?

- Improvement of student behavior is one of the top three priorities.
- The school commits to two to three years of program development to fully implement systems and interventions at all three Tiers.
- Many schools begin the process with an introductory training for all school staff.
- In-service training is provided for school staff.
- Trainings for all staff should be broken down into manageable portions so as not to overwhelm or provide more information than is necessary at the time.
- Each school should have a behavior coach or PBIS consultant that can train and advise staff throughout the process. This person will be available to answer questions, direct staff to additional resources, and trouble shoot as necessary.
- Collaboration is essential to effective implementation of PBIS.
- Staff should have a clear understanding of the purposes of the program, what will be expected of them, and the steps involved in implementation. Some schools choose to conduct a staff vote on the adoption of PBIS. Typically, an 80 percent approval rating is obtained before proceeding with the program.

Self-assessment survey

At the outset of the planning process, a survey of school staff should be completed to assess the perceived extent to which the basic elements of School-wide PBIS are currently in place in the school. The results are typically summarized and presented to staff. These initial data are analyzed and utilized for planning purposes. The data baseline is used to evaluate the project's progress. The data also identifies areas of need when establishing commitment to implement School-wide PBIS.

Schools should conduct this survey annually to assess their implementation sustainability efforts. Your district School-wide PBIS coach will consult with you about which assessment tools are best for your school.

Step 2

Form the school's PBIS team

PBIS Team Membership: Building Leadership Teams include individuals

who are representative of the whole school building. The members of this team should have leadership capacity to develop and act upon action plans. It is important that the Building Leadership Team is embedded within the school improvement process.

The building School-wide PBIS team works collaboratively to ensure, alignment, communication, and collaboration across the school improvement and building intervention team. Since the Building Leadership Team monitors and supports the system development of each level (Universal, Targeted/Strategic, Intensive), it is important that members of the leadership team include representatives who provide leadership for school-wide, grade level, and building intervention teams.

The actual membership of the team varies from building to building and often includes grade-level general education teachers, special education representatives, school counselor and administrative representative and para- educator representative.

Develop a plan of work and a meeting schedule

To implement PBIS at the universal level requires planning and time to make decisions, develop materials, and train staff before "rolling out" the program with students. The PBIS team will need to identify the different components of the program (e.g., teaching expectations, reward systems, consequences, data analysis, etc.) and allow team members to work in smaller subgroups to develop materials.

The entire PBIS team should convene at least monthly to coordinate efforts. The team should also review data and update the entire school staff on progress and get feedback. It is crucial to take the time to develop the program in this way, as it greatly increases the likelihood of getting staff buy in to the program from the beginning of the process. Plan to hold monthly PBIS team meetings to sustain the program.

Products created by School-wide PBIS school climate team

- Staff notebook
- Parent/student brochure
- Expectations posters
- Behavior expectation lesson plans
- Student recognition system
- Tokens or coupons for acknowledgment of student behavior
- Variety of acknowledgement and recognition reward items/activities
- Data collection system

What an administrator can do to support School-wide PBIS

The primary role of the administrator is to support the PBIS team, not to do the work of the team. The administrator should:

- Ensure that the team is composed of a group representative of staff.
- Make sure that new members are added to the team over time so as to prevent burn out and keep ideas fresh.
- Ensure that PBIS remains a priority for the school and that sufficient time and resources are allotted to make it successful.

- Be a spokesperson for the program—use the language of PBIS, be enthusiastic, give it time at staff meetings, talk it up, let it be known to others that your school is a PBIS school.
- Ensure new school climate team members receive PBIS orientation.
- Integrate School-wide PBIS into current building initiatives

Plan an all-staff orientation and roll-out event with students

The school's PBIS team should provide a full explanation of the entire PBIS program at an all-staff orientation to ensure that everyone is clear on how the program should be implemented with students.

Ideally, it is best to kick-off implementation of School-wide PBIS at the beginning of the school year, but many schools have done it successfully at later points in the year. For example, if the planning and program development take place between August and December, the kick-off with students could occur after a break or at the beginning of the second semester.

MARKHAM SCHOOL

Playground Expectations

Be Safe
- Use equipment for intended purposes
- Stay in boundaries
- Keep hands and feet to self
- Run Safely (chasing games are unsafe)
- Report any strangers, animals, or dangerous items immediately to an adult.

Be Responsible
- Line up quickly at first signal
- Return play equipment
- Listen to staff and follow directions

Be Respectful
- Use kind words and actions
- Take turns and share equipment

Step 3

Establish data collection system

Office discipline referrals (ODRs) are a primary source of data used to guide the process of implementing School-wide PBIS. See PPS School-wide PBIS toolbox for stages of misbehavior and referral process. Referral data are summarized and shared with staff on a regular basis. PPS Student Conduct and Discipline Implementation Framework (4.30.011) require schools to enter data on disciplinary referrals into the district Student Information System a timely manner, disaggregate data, and to review the data monthly. This system is used to evaluate the effectiveness of the PBIS program and to identify small groups, individual students, problem locations, or other situations that may need additional focus and intervention.

Each school is expected to have a student management plan/ discipline plan that addresses the following:

1. A district office referral form is designed to gather the essential information needed to guide the PBIS process.
    The form contains the following information:
    —Staff making referral
    —Type of problem behavior
    —Location of incident
    —Time of incident
    —Others involved in incident
    —Teacher actions
    —Administrative actions
    —Optional category: possible motivation for the behavior
2. All staff should receive training in the proper way to complete a discipline referral form and the associated procedures for submitting the forms.
3. The school should have a clear process for gathering the office referrals, entering the information into a database, summarizing and graphing the information, and periodically reporting on the data to the PBIS team and the entire school.
4. When the data are shared with staff, the following points should be addressed:
    *   Recognition of progress and accomplishments.
    *   Interpretation of the data (make it meaningful for others).
    *   Suggestions for next steps based on the data.

Examples of data reports that could be tracked by the PBIS team

*   Total ODRs and suspensions by month.
*   Daily average ODRs by month.
*   Problem behaviors year to date
*   (YTD).
*   Location of behavior incidents YTD.
*   Time of day YTD.
*   Number of referrals by student YTD.
*   Referrals by grade YTD.
*   Referrals by staff YTD.
*   Compare data year to year.
*   Positive behavior indicator (for example, number of students earning rewards by month).Tier 1

Step 4

Establish and teach positive behavior expectations

The process for establishing a universal set of positive behavior expectations begins with identifying a few (three to five) core behavioral values for the school. Generally, schools identify concepts such as respect, responsibility, safety, productivity, and effort as their core values.

An expectations matrix is then developed. This is done by identifying various school locations and then determining what each of the core values looks like in that setting. The specific expectations are then described in a concise and positive manner.

By developing a matrix of universal positive behavior expectations, the school is establishing a common language for staff and students. Everyone agrees to "get on the same page." How this is done can vary depending on the level and culture of the school. Certainly the expectations in an elementary school will differ from those in a high school. But in any setting this is an excellent opportunity to affirmatively establish norms and expectations for the entire school community. The matrix is also used in the development of plans for teaching behavior expectations. The matrix provides clarification on the concepts of each behavior expectation.

Develop visuals for classroom and non-classroom Settings Expectations

Visuals are an important component of School-wide PBIS Visuals help answer the question, "What do expected behaviors look like in different locations in the school?"

A school should be immediately identifiable as a PBIS school to a visitor. Posters and other visual displays that communicate the expectations and that acknowledge students positively should be prominently displayed. Within the first few minutes of entering the school, an individual should know the behavior expectations of that school. This is accomplished through visual display of the expectations.

Typically, posters with the expectations described on the matrix (see page or all classroom and non-classroom settings. These posters serve as: Teaching tools.

- Reminders or pre-corrections for everyone throughout the day.
- A communication to parents, visitors, and the community.

Plan to teach the expectations

As a universal intervention, all students should receive direct instruction in the behavior expectations. General guidelines for teaching positive behaviors.

- Teach behaviors as you would teach academics or any other skill.
- Provide frequent trials or lessons. Refresh lessons throughout the school year.
- Keep lessons brief (5-15 minutes typically).
- Take students to various locations in the school for instruction. Plan for this to occur over the first week or so of implementation.
- All adults in the school should be aware of the behavior expectations and take every opportunity to model those behaviors at all times.

MARKHAM ELEMENTRY SCHOOL

Rules and Behavioral Expectations

AREA	BE SAFE	BE RESPONSIBILE	BE RESPECTFUL
Cafeteria	• Handle and eat your own food • Stay seated until asked to recycle or line up • Keep your hands and feet to self • Move carefully • Always walk	• Raise your hand for help • Clean up your area • Take only what you can eat	• Use inside voice • Follow adult directions • Use kind words and actions
Assemblies	• Keep hands and feet to self • Stay with your group • Enter and exit quietly with teacher	• Sit on your bottom • Follow directions • Keep quiet	• Listen quietly • Show appreciation appropriately • Keep eyes on performers
Hallways (Includes ramps and breezeway)	• Walk in a straight line facing forward • Keep your hands and feet to self • Pay attention	• Always carry a hall pass • Walk directly to where you are going	• Walk silently 8:45-3:00 • Honor hallway teaching
Bathrooms	• Wash hands with soap and water before leaving • Keep feet on floor • Walk • Flush	• Use toilets and sinks for intended purposes • Report problems to adults • Return to class quickly	• Give people privacy • Use quiet voices • Keep walls and doors free of marks
Playground/ Recess	• Use equipment for intended purposes • Stay in boundaries • Keep hands and feet to self • Run safely (chasing games are unsafe) • Report any strangers, animals, or dangerous items immediately to an adult	• Line up quickly at first signal • Return play equipment • Listen to staff and follow directions	• Use kind words and actions • Take turns and share equipment
Classrooms	• Keep hands and feet to self • Always walk • Move carefully • Use materials for intended purpose	• Work together to keep the room clean • Stay on task • Try to solve your own problems and ask for help if needed • Clean up after yourself • Use inside voice	• Listen • Follow directions • Use kind words and actions • Leave toys at home
Buses	• Hands & feet to self (no fighting, wrestling, play fighting) • No weapons (including toys) or hazardous materials • Stay seated • Keep hands, head inside bus at all times • Cross in front of bus or as driver directs you • No eating, drinking	• Use emergency door only in emergency • Be at your bus stop at least 5 minutes before bus arrives • Bus rules apply to bus stops • Students need written permission for an alternate stop	• Listen to driver and follow directions • Use quiet voices (no loud, vulgar language) • Ask permission to open and close windows • Keep bus clean & undamaged • Be courteous to driver, peers and passersby

PARKROSE   High School

P. R. I. D. E.

	CLASSROOMS	ASSEMBLIES / THEATRE	COMMON WORK AREAS	SHARED PUBLIC AREAS
Perseverance	• Keep trying even when it's difficult • Mistakes are an opportunity for learning • Focus on your strengths • Establish long and short-term goals • Reduce your stress by meeting your timelines • Advocate your needs	• Remain focused regardless of distractions • Model and encourage participation • Commit to the opportunity to learn something new	• Ask for help to get the information needed • Maintain patience and wait your turn • Plan ahead and make an appointment	• Be patient in crowded areas • Alert staff if something or someone needs attention • Plan use ahead of time
Responsibility	• Arrive to class on time with supplies out and ready • Organize binder and use both your planner and student ID • Raise your hand and wait for acknowledgement to participate • Keep your space clean	• Move patiently when entering and exiting • Leave food, beverage, and gum outside • Electronic devices off and away • Sit in your designated area	• Remember your computer ID and password and keep it confidential • Use a quiet voice • Bring academic work with you	• Flush, wash, and dry every time • Turn off faucets/ showers • Walk to the right, step aside for conversation
Integrity	• Value your work and assignments • Report threats or concerns • Practice academic honesty	• Stand quietly during the National Anthem • Demonstrate courtesy and kindness for others • Report misuse of property	• Exhibit academic honesty • Leave the area cleaner than you found it • Seek permission to use	• Strive to pick up two pieces of trash daily • Use appropriate containers for all waste • Save public displays of affection for outside school
Diversity	• Choose your words thoughtfully • Value everyone's perspectives • Welcome our similarities and differences	• Be aware of the effect of non-verbal cues • Approach new ideas openly • Look beyond stereotypes	• Assure everyone has a place here • Demonstrate quality listening • Contribute to a quiet, focused, work area	• Respect others' privacy • Honor differences • Demonstrate kindness at all times
Excellence	• Listen to others silently • Seek opportunities for leadership • Work together to build a shared community in your classroom	• Demonstrate quality listening • Show appreciation and acknowledge others • Provide positive feedback	• Maintain a positive demeanor • Refrain from interrupting another student or staff member • Wait patiently and introduce yourself	• Leave the area cleaner than you found it • Use the facility during appropriate times • Use appropriate language and volume

Step 5

Design systems for positive acknowledgment and encouragement

As a universal strategy, systems should be established within the school to ensure that all students receive positive acknowledgment for demonstrating the high priority behaviors established in the expectations matrix.

Think of acknowledgement systems on a continuum, beginning with positive teacher attention, moving to visual or written acknowledgments, then to more concrete systems such as activity rewards, and lottery or token systems.

Positive teacher attention

Perhaps the most powerful and simplest system of positive reinforcement involves getting all staff, including teachers, office, lunchroom, custodial, and transportation to agree to implement a simple <u>ratio of giving students positive attention at least 4 times for every 1 correction for problem behavior</u>. Use of the 4 to 1 positive ratio of interactions has
been demonstrated in research to change children's behavior. Moreover, it sets a positive tone for the classroom and the school at large, creating an improved climate.
Positive language and actions are contagious.

Positive acknowledgment visuals

Another way of recognizing students is to provide positive acknowledgment cards or certificates for students who are caught doing the right thing or who have met some predetermined criteria for positive behavior.

Lottery drawings and redeemable coupons

There are many ways of designing school-wide lottery or redeemable systems.
Simplicity and ease of implementation are often the keys to sustaining these systems. See www.pbis.org for additional examples of school-wide acknowledgement/ recognition systems.

Positive acknowledgement & encouragement activities

Another simple system for ensuring that all students have access to positive
reinforcement involves scheduling monthly to bi-monthly PBIS encouragement parties or events for students who have met behavioral criteria for the month. This typically involves not receiving a referral or some other consequence for the previous month. It is best to schedule these events in advance (create a calendar for the year), vary the activities, and let staff and students know when and what will occur.

The keys to effectiveness and sustainability are keeping it simple and working out the details in advance.

TIER 1

Step 6

Designing predictable consequence systems for behavior infractions

A teacher in a middle school spoke at a staff meeting during a presentation on PBIS. He said that he consistently told young men to take off their hats in his classroom and anywhere else in the school. After a while, though, he said that he realized other teachers allowed students to wear hats in their classrooms. He had just assumed that his colleagues shared the same expectation as his, but he came to realize that they did not. The teacher reflected on what message this sent to the students that the teachers in the school differed so much in their standards for behavior.

"Getting on the same page" with other adults when it comes to enforcing rules, addressing behavior infractions, and administering appropriate consequences begins by establishing categories of major and minor infractions. Major infractions are usually

code of conduct violations and

immediate office discipline referrals. These infractions should be clearly identified and written down.

Many school administrators complain that students are sent to the office for minor offenses that should be dealt with by the teacher in the classroom. If a student is not prepared for class, should they be sent to the office? Should they be sent to the office for refusal to work, for using profanity not directed at a person, for being tardy, for being out of uniform? How many times should a student be able to commit the same "minor" infraction before being sent to the office? Should the office reasonably expect that the teacher making the referral for a minor behavior has implemented a succession of interventions prior to the referral, in an attempt to help the student correct the behavior? How will the administrator actually know if this has occurred?

Big ideas for creating a school-wide consequence continuum

These are some of the issues schools may face when they attempt to create an effective, universal approach to implementing consequences for behavior infractions for all students.

- The goal is to create a consistent approach to "get on the same page" with colleagues.
- Create predictability for students, staff, and parents.
- Directly instruct students in consequence systems.
- Be neutral, firm, and consistent— reduce attention (and drama) for negative behavior.
- Teach students what to do, and illustrate what not to do.

DRAFT: Not for distribution

Sample school-wide consequence sequences

Many PBIS schools choose to implement a uniform consequence sequence in all classes (perhaps varying somewhat by grade level)l This has the advantage of creating consistency for students from teacher to teacher and year to year. The important thing is that students learn to expect a

consistent and predictable response from all teachers for behavior infractions.

The following is a typical consequence sequence:
• Warning
• Brief conference
• Time-out with think sheet
• Parent contact
• Office discipline referral

Step 7
Data-based decision making

School-wide behavioral data should be readily available to the PBIS team and shared in staff meetings monthly. Consider the following when reviewing the data:
• How are we doing overall? Compare averages to your school's own history, or other schools in your district.
• Identify most frequent problems, locations, times, students, grades, etc. What are the patterns? Develop a few summary statements leading to areas of

focus.
• Work smarter, not harder. If many problems are found in non-classroom settings, consider changes to school procedures and supervision practices. If a few classrooms have an especially high number of referrals, consider providing classroom management support to those teachers.
• Consideration of data for identifying Tier 2 interventions for small groups of students.
• Set goals for improvement and a date to review progress.

TIER 1

Step 8

Evidence-based Classroom Management

Each classroom in a school building replicates the school-wide behavior expectations and establishes rules and procedures specific to that setting (e.g., art class, band class, gym class, first grade). Classroom expectations are quickly spotted on a poster or bulletin board by a student entering the room. Behavioral expectations and routine classroom procedures are directly taught to the student, positively reinforced, and always modeled by the teacher. Strategies for discipline in the classroom are consistent with the strategies used across all settings in the school. This degree of consistency of classroom PBIS extends the benefits of School-wide PBIS to instructional time even though there are many variations of instructional style, curriculum, and teaching materials. Using classroom PBIS will increase time available for teaching.

Evidence-based best practices

Effective teachers:
- Establish smooth, efficient classroom routines
- Directly teach students how to be successful
- Interact with students in positive, caring ways
- Provide incentives, recognition, and rewards to promote excellence
- Set clear standards for classroom behavior and apply them fairly and consistently
- Create many opportunities for student response
- Maximize student engagement

Establish efficient classroom routines

A classroom that implements positive behavior support has well-organized routines and procedures including the following:
- An efficient daily schedule
- Effective beginning and ending routines
- Management of student assignments
- Guidelines for students returning from absences
- Clear expectations for classroom activities/transitional periods

Teach students how to be successful

Effective teachers overtly teach students how to behave responsibly in every classroom situation. This requires well designed lessons that may include:
- Visual displays
- Teacher and/or student modeling
- Role plays
- Opportunities for practice

Have positive interactions with students

Positive interactions help motivate students to demonstrate their best behavior. This can be done by:
- Building positive relationships with students by giving non-contingent attention
- Providing accurate and specific positive feedback
- Providing individual and whole class intermittent celebrations
- Striving to provide three or more positive interactions for each negative or corrective interaction

Provide incentives, recognition and rewards

Individual and whole class incentives can increase students' motivation to behave responsibly and strive toward goals. Positive reinforcers can be non- rewards systems designed to enhance intrinsic motivation, or reward-based systems that use extrinsic motivators. Examples include:

- Goal setting
- Whole class or individual points
- Economic simulation
- Lottery tickets
- Reward certificates

Set clear behavioral standards

Setting clear standards for behavior allows teachers to treat student misbehavior as an instructional opportunity that enables students to learn from their mistakes. Having a proactive approach requires a Classroom Management and Discipline Plan that includes:

- Clear expectations for all classroom activities and transitional periods
- Preplanned correction procedures and consequences

Intervention procedures for students with chronic misbehaviors

Step 9

Social Emotional Curriculum

Oregon Health Education Standards require that students are taught skills to promote mental, social, and emotional health. Specific Social Emotional Learning (SEL) health content standards can be viewed on the ODE website, http://www.ode.state.or.us/search/page/?id=1745.

Why is SEL essential to the school and life success of <u>all</u> children and youth?

The ability to recognize and manage emotions and establish and maintain positive relationships impact a child's ability to benefit from academic learning opportunities. Several hundred studies conducted using experimental designs with control groups have documented the positive effects of SEL programming on children of diverse backgrounds from pre-school through high school in urban, suburban, and rural settings. The research clearly demonstrates that SEL programming significantly improves children's academic performance on standardized tests, improves school attendance records, and results in less disruptive classroom behavior. Children who participate in ongoing SEL instruction report liking school more and are less likely than children in control groups to be suspended or otherwise disciplined. These outcomes have been achieved through SEL's impact on important mental health variables that improve children's social relationships, increase their attachment to school and motivation to learn, and reduce anti-social, violent, and drug-using behaviors.

TIER 1

What instructional methods are commonly used in SEL?

Teachers typically provide SEL instruction using an evidence-based curriculum, following the complete scope and sequence of skill development

presented in the lessons.

Effective instructional methods for teaching SEL skills are active, participatory and engaging. Teachers promote SEL by:

- Communicating regularly with students' families about SEL classroom activities to encourage reinforcement of SEL lessons at home.
- Modeling and providing opportunities for students to practice and apply SEL skills in and outside of the classroom
- Using participatory instructional methods that draw on students' experience and engage them in learning.
- Using SEL skills in teaching academic subjects to enhance students' understanding. For example, in language arts or social studies lessons, students can be

encouraged to discuss how characters or historical figures did or did not express understanding of others' feelings or use effective problem-solving skills.

What are the key steps in implementing School-wide SEL?

Implementing School-wide SEL involves 10 key steps that take school teams from planning to implementation. The 10 implementation steps are:

1. Principal commits to School-wide SEL
2. Form grade level or school planning team(s)
3. Develop and articulate shared vision
4. Conduct needs and resources assessment
5. Develop action plan
6. Select evidence-based program *
7. Conduct initial staff development
8. Launch SEL instruction in classrooms
9. Expand instruction to include family and parent information sharing opportunities
10. Continue cycle of implementing and improving

Step 10
Universal Behavioral Screener

Many teachers are familiar with the RTI process used to improve achievement in reading and math. An important component of providing effective and appropriate reading and math instruction involves the use of a universal screener (assessment of all students) to identify skill strengths and deficits through the use of research-validated criteria or norms. Students who are not on track to meet identified academic goals receive intensive instruction to improve their rate and level of learning.

Similarly, in behavioral RTI, universal screeners are used to help identify students at risk of demonstrating behavioral difficulties that create a barrier to learning. A proactive universal screening involves a multiple-gating process that includes teacher nomination, ratings and checklists, direct observations, review of archival school records and normative comparisons of the school populati

TIER 2 = Targeted Interventions-
Some Students

When the universal support of Tier 1 is fundamentally in place for **all** students, it forms the base for implementing Tier 2 strategies. Tier 2 of the PBIS triangle model provides additional interventions to support that smaller percentage of students who do not sufficiently respond to Tier 1 strategies.

Having an Individual student problem solving team (e.g. SST, BSC, CARE team, etc.) which reviews student data to identify and monitor individual interventions and supports is necessary to successfully implement tier two.

Tier 2 practices involve analyzing office referral data to identify:
- Locations in the school or times of the day that are especially problematic, and then problem-solve simple solutions for those situations.
- Teachers or classrooms that may be in need of additional classroom management support.
- Small groups of students who are demonstrating similar behavior problems and provide them with more intensive instruction in social skills or replacement behaviors.
- Students who could benefit from daily monitoring, increased feedback, an adult mentor, a simple behavior plan in school, or a behavior plan coordinated between home and school.
- Students who need more academic or organizational support.
- Students who could benefit from alternatives to suspension for major violations.

Examples of interventions and supports may include:

- Attendance outreach
- Parent/student/teacher/administrator conferences
- Social/emotional skills and replacement behavior instruction groups*
- Parent support groups and training*
- Intervention Plan
- Meaningful work/job assignment
- Mentoring*
- Modify procedures/increase supervision in non-classroom settings (Structured recess and/or lunch)
- Check in–Check out
- Simple behavior plan—considering the purpose of the behavior
- Increased academic support paired with skills for school success

*as building resources are available.

Critical Features of Tier 2 Interventions

Students at Tier 2 may be at risk for developing chronic problem behavior but do not need the high intensity interventions typical of individualized behavior plans at Tier 3. A targeted group intervention with ten or more students participating is typical of Tier 2.

Tier 2 interventions are implemented through a flexible and systematic process.

The following are essential features of a Tier 2 system:
1. Individual Problem solving team for intervention planning.
2. Adequate resources through administrative support.
3. Continuous availability to the students.
4. Rapid access to the intervention (within 72 hours).
5. Low effort by teachers with maximum benefits to student.

6. Consistent with universal school-wide expectations.
7. Implemented uniformly by all staff/faculty in a school.
8. Flexible intervention based on student need and assessment of behavior.
9. Functional assessment of student's behavior of concern.
10. Increases student connection to the school community
11. Function-based plan of student's behavior concern.
12. May be paired with community-based resources (e.g. mental health, alcohol and drug treatment, Major Suspension Program, etc.)
13. Continuous monitoring of student behavior for decision making.
14. Intervention packages based on student need that "fits" the culture of the school so that students can be connected to these packaged interventions.

Selecting Tier 2 interventions and supports for individual students

- Targeted interventions include increased structure, prompts, and feedback for students with instruction on skills needed to be successful.
- The selection of a specific Tier 2 intervention for an individual student should be based upon a team-based decision-making process that includes a function-based understanding of behavior.
- Some schools use a quick sort tool that matches a student's issue or need to a supportive intervention.

See page XX for information on a functional behavior assessment.

TIER 2

How is Tier 2 implemented?

The following steps illustrate the general process of Tier 2 implementation:

Step 1	Review and enhance Tier one supports based on data	School-wide behavioral data should be readily available to the Intensive PBIS team. The data should be reviewed to judge the effectiveness of Tier 1 supports.
Step 2	Create process, including an Intensive- Positive Behavior Interventions and Supports team, for identifying students in need of Tier 2 supports.	Intensive PBIS team to define and develop decision rules for identifying students in need of Tier 2 supports.
Step 3	Create several interventions that address various needs of students and determine what other resources might be needed	Examine the list of Tier 2 interventions and determine which interventions can be implemented with fidelity. Take into account staff and financial resources that will be needed to maintain the intervention for the year. Find and allocate the necessary resources.
Step 4	Match students to Tier 2 interventions and progress monitoring	Examine how each chosen intervention can support students, and match Tier 2 students to the best suited intervention. Measure student progress by collecting Tier 2 student data that is comparable to the data used in determining Tier 2 designations.
Step 5	Intervention evaluation	Examine data to determine the effectiveness of each tier 2 intervention. If necessary, revise implementation techniques, and/or determine better strategies for matching students to the appropriate intervention.

Step 1

Review and enhance Tier one supports based on data

The most crucial step in Tier 2 implementation includes a robust evaluation of Tier 1 supports. Data including direct observations of common areas, office daily referrals, attendance, special education referral rates, disciplinary referral patterns and PBIS survey assessments. Adjustments to the Tier I supports are made as necessary. Additionally, school wide processes are analyzed for implementation fidelity:

1. Are behavior expectations being taught/re-taught?
2. Is the social/emotional curriculum being delivered?
3. Does the school-wide recognition system need enhancements
   Other Tier I components are evaluated as deemed necessary by the school PBIS team

Step 2

Create a process for identifying students in need of Tier 2 supports – The Intensive PBIS Team

The Intensive PBIS team is a carefully selected group of teachers, specialists and administrators. The goal of this team is to support students with significant behavioral needs.

- Using existing systems
- Create function-based action plans
- Monitor performance and adjust interventions
- Modify and accommodate for challenges
- Document interventions tried and their efficacy
- Communicate success to the student, family, staff
- Determine when more intensive supports are necessary

PBIS Coaches provide technical assistance to school teams in forming PBIS team.

Identifying students who need Tier 2 interventions and supports

- Office referrals may trigger a Tier 2 intervention. Some schools trigger a referral for a Tier 2 intervention when students have reached three to five office referrals.
- Additionally, students may be nominated by staff or family members for participation in Tier 2 supports.
- Office discipline referrals may not be helpful in identifying all students that need additional support. Therefore, universal screening could be useful in identifying students with internalizing behaviors. Additionally, teachers, support staff, and family may recommend a student for Tier 2 intervention based upon observation and knowledge of the student of concern.

Step 3

Create or modify interventions that address the various needs of the students and determine other resources that may be needed

Building based intervention teams systematically consider the current small-group interventions being applied in their school. Based on the current needs of the school (determined by data), the school team keep stuff the interventions that work and are needed and eliminate interventions no longer needed or that do not have efficacy.
Sometimes, the best approach is to collapse similar or redundant interventions into a single intervention.

PBIS Coaches provide technical assistance to school teams in developing interventions.

Examples of Tier 2 Interventions

Modify procedures/ increase supervision in non-classroom settings

Data analysis may show high rates of problem behaviors in certain non-classroom settings, such as in the cafeteria, at recess, or in hallways. Using the PBIS dictate, "work smarter, not harder," the PBIS team may evaluate the current procedures for all students that are in place in those environments, and then identify some simple solutions to change the conditions in the environment that lead to frequent problems.

Some examples of this include:
- Alter schedules.
- Rearrange traffic patterns.
- Provide active supervision.

Check in–Check out (CICO)

Check in–Check out is an individualized monitoring system that provides frequent positive adult contacts, reminders to the student of the expectations, and feedback on performance. Some students benefit greatly from this type of support.
The basic daily cycle of CICO:

- Morning check in (get daily progress report).
- Give form to each teacher or supervisor prior to each period.
- End of day check out.
- Points tallied.
- Reward.
- Copy of daily progress form taken home and signed.
- Return signed copy next morning.
(See Tier 3 Step 4 for links to materials about reinforcement.)

Targeted instruction in social skills and replacement behaviors

If the data indicates that certain types of behavior problems are especially frequent, targeted instruction with a small group of students on specific replacement behaviors may be appropriate. The specific replacement behaviors identified are frequently from the behavior expectations matrix, such as *hands to self*, *respect cultural differences*, and *use appropriate language*. Targeted social skills instruction typically involves identifying a small group of students who need extra practice in the skill. It may involve providing the instruction in the particular

location where it is usually a problem. School support staff (counselors, school psychologists, staff responsible for office discipline, etc.) may work with classroom teachers to provide this additional level of instruction.

School-based Mentors

Mentoring is a structured and trusting relationship that brings a student together with a caring adult who offers guidance, support, and encouragement aimed at developing the competence and character of the student.

ABC – BSP ♫ ♪ *that's how easy it will be!* (Tier 2 Behavior Support Plan)

A behavior support plan (BSP) may be developed for a student after conducting a simple function-based review of the student. Behavior support plans may involve a single intervention or change to a student's program. For example, if the review found a very specific trigger to a student's problem behavior, then the intervention may simply change that situation. This could involve giving the student more assistance with certain tasks, breaking tasks or assignments down into more manageable chunks, increasing the

frequency of breaks or rewards, providing increased supervision in a specific setting, pairing the student with a buddy, allowing more time to complete certain activities, or providing a more immediate consequence for a problem behavior.

The development of a BSP usually involves some collaboration among team members but not intensive data collection and planning typical of a Tier 3 intervention. An essential component of simple behavior plans is consistent rewards and consequences. The team will need to carefully consider that all adults can consistently administer the plan.

Behavior plans:
- Should be approached in a positive, proactive, and collaborative manner between school staff and parents. There should not be an attitude of blame or condescension from the school towards the parents. The attitude should be one of partnership and doing the best thing for the child by working cooperatively together as adults.
- Should focus on creating consistent positive expectations [e.g., what language is acceptable from the student and what is not (be specific)].
- Develop common adult language when praising or correcting the child and expect certain tasks to be competed on a scheduled basis— such as homework at a set time.
- A simple behavior plan may include an agreement to do certain things in terms of providing assistance or supervision (e.g., extra tutoring at school, enforced bedtime at home).
- Should be presented to the student at a meeting with both school staff and parent(s) present so as to reinforce to the student the consistent expectations between home and school.
- Be written and reviewed in a meeting on a periodic basis.

Increased academic support

Most students with significant behavioral difficulties also have academic problems. Response to Intervention (RTI) and PBIS processes should work in concert for students. When developing a behavior plan it is essential to consider related academic factors and provide appropriate academic support as part of a Tier 2 intervention. Interventions could include modified instruction, increased practice on basic skills, and assistance with organization, peer support, tutoring, or homework assistance. This often involves grouping students with similar needs and addressing this need through intervention.

TIER 2

Sample Quick Sort Matrix

List the targeted interventions that are available in your school. Identify the possible functions that each intervention delivers by putting a check mark in the cell of the matrix.

TIER 2

Intervention Function

Targeted Interventions	Check In/Check Out (CICO)	Social Emotional Skills Groups*	School-based Mentor*	Behavior Support Plan (considering purpose of behavior)	Meaningful Work Assignment	Structured Recess/Lunch
Increases opportunities for positive adult attention	✓	✓	✓	✓	✓	✓
Increases opportunities for positive peer attention		✓			✓	
Provides access to choice of alternatives/ Activities				✓	✓	
Addresses specific social skills instruction on how to relate with others in the school setting	✓	✓		✓	✓	✓
Promotes a positive and encouraging relationship with an adult	✓		✓		✓	✓
Increases number of pre-correction prompts and structure for "what to do" throughout the day	✓		✓	✓		✓
Increases opportunities for stronger incentives/ positive reinforcement	✓			✓	✓	✓
Creates a home and school communication system	✓			✓		
Increases consistency in behavior expectations between home and school				✓		✓

Step 4

Matching Students to Tier 2 Interventions and progress monitoring

Once the interventions are identified, the team focuses on applying the decision rules and matching students to small group interventions. A crucial feature of this step involves the creation and maintenance of individual student data to enhance implementation fidelity, monitor progress, and to determine when more or less intensive interventions are warranted. (See Tier 3 Step 4 for data tools and a discussion of function.)

Step 5

Evaluate success and modify Tier 2 interve...

At several points during the year, the Tier 2 Intensive PBIS team examines data during the year to determine the effectiveness of each intervention. When necessary, interventions are modified,
re-created, revised, or abandoned. Student needs vary from year to year and month to month.

Monitoring Effectiveness of Interventions and Supports

Effective interventions produce measurable changes in behavior plus improvements in a student's quality of life (e.g., more time spent in the classroom, participation in school activities, and improved social relationships).

Tier 2 interventions should be continuously monitored using data. Data sources may include office discipline referrals, frequency of behavior incidents, or data specific to a certain

intervention (e.g., points earned on Check in–Check out). Student attendance and teacher/staff reports provide additional data on Tier 2 successes. Periodic reviews (monthly to bi-monthly) should be conducted to evaluate progress and make necessary adjustments to the student's program. A student who meets his or her goals will transition back to the universal interventions of Tier 1. If a student does not meet his or her goals for increasing social skill competence with Tier 2 interventions, the student is referred for Tier 3 interventions.

TIER 3 = Intensive Individualized Interventions
Few Students

When Tier 1 and Tier 2 of School-wide PBIS are fundamentally in place, the foundation for implementing Tier 3 supports is established. Tier 3 of the triangle model focuses on the individual needs of students who exhibit ongoing patterns of problem behavior which are unresponsive to Tier 1 and 2 strategies and typically require intensive intervention. Tier 3 supports are layered on top of Tier 1 and Tier 2 supports. Students receiving Tier 3 supports also need the continuing foundation and structure provided by Tier 1 and Tier 2 supports. The school's Individual student problem solving team Intensive PBIS reviews student data and identifies students needing Tier 3 interventions and supports student.
Sometimes creating a plan to wrap supports around a special education referral is necessary.

Tier 3 interventions are developed following a comprehensive and collaborative assessment of the problem behavior interventions and supports are then developed based on this information and are tailored to the student's specific needs and circumstances. The goal of Tier 3 interventions is not only to diminish the problem behavior but to also increase the student's adaptive skills and opportunities for an enhanced quality of life.

Students selected for a Tier 3 intervention

Tier 3 intervention should be considered when problem behavior is:
- Unresponsive to Tier 1 and 2 interventions and supports
- Chronic/frequent
- Dangerous
- Highly disruptive
- Impeding learning
- Resulting in social or educational exclusion

Examples of strategies include:
- Functional behavior assessment and individual behavior support plans.
- Parent collaboration and education.
- Intensive social skills and replacement behavior instruction.
- Collaboration with student's physician or mental health therapist

TIER 3

How is Tier 3 implemented?

The following steps illustrate the general process of Tier 3 implementation:

Tier 3 Step 1	Review and enhance Tier 1 and Tier 2 supports based on data	School-wide behavioral data should be readily available to the School-wide PBIS climate team. The data should be reviewed to judge the effectiveness of Tier 1 and Tier 2 supports.
Tier 3 Step 2	Create process for identifying students in need of Tier 3 supports	Define and develop decision rules for identifying students in need of Tier 3 supports using Intensive-Positive Behavior Interventions and Supports (Intensive PBIS) team.
Tier 3 Step 3	Identify team roles responsible for developing and monitoring an individualized behavior support plan	Determine clear roles and responsibilities for staff involved in all stages of implementing individualized behavior support plans.
Tier 3 Step 4	Implement Functional Behavior Assessment and Behavior Support Plan protocol	Assess school staff's ability to complete function-based process. See PPS School-wide PBIS Toolbox for assessment tool. Identify and acquire the resources needed to effectively implement each intervention for the anticipated duration of the student's need
Tier 3 Step 5	Create or modify interventions that address the various needs of students and determine other resources that may be needed	Building based intervention teams systematically consider the current small-group interventions being applied in their school. Based on the current needs of the school (determined by data), the school team keep the interventions that work and are needed and eliminate interventions no longer needed or that do not have efficacy. Sometimes, the best approach is to collapse similar or redundant interventions into a single intervention.
Tier 3 Step 6	Progress monitoring	Measure student progress by collecting student data and implementation data. Monitor and adjust as indicated

TIER 3

Step 1

Review and enhance Tier 1 and Tier 2 supports based on data

A critical step in Tier 3 Intervention includes a robust evaluation of Tiers 1 and 2 supports. This should include an assessment of universal Tier 1 supports that includes the evaluation of multiple sources of data and observations of common areas.

Similarly, the PBIS Team should review Tier 2 supports. Data should be already available on students that have been matched with targeted interventions as part of Tier 2 procedures.

The Team should be able to determine the fidelity of those interventions from artifacts, self-reports from implementers, and observation. Interventions that are implemented but ineffective may need to be adjusted. Interventions that are not implemented will need to be adjusted or monitored more closely. Ineffective interventions may have been poorly matched to student needs. A student may not need Tier 3 support if Tier 2 support was effectively matched and implemented.

Step 2

Create process for identifying students in need of Tier 3 supports

The Intensive PBIS Team has already established its membership from across the school, and established its process for:
- identifying students in need of additional support by using school data
- selecting and implementing Tier 2 interventions
- collecting data to monitor student progress and implementation fidelity

Having seen that one or more Tier 2 interventions have been implemented with a student, and that there is not a significant change in that student's behavior, the Team can decide to provide more intensive support. The Team will use progress data from interventions as well as data from other school-wide sources such as ODR's, attendance, academic progress, etc.

Step 3

Identify team roles responsible for developing and monitoring an individualized Behavior Support Plan (BSP)

The Intensive PBIS Team is first responsible for identifying students in need of Tier 3 supports, and does this as a group or as designed in their work for Tier 2. The one role that emerges is that of **Plan Manager** once a Behavior Support Plan is needed.

The Team that actually conducts the FBA and develops the BSP may be a Step 4

different group of people from the Intensive PBIS Team. Membership may vary depending on the behavior of concern, the needs of the student, and the people/agencies supporting the student. At least one person on the team should be an "expert" at completing an FBA and designing a function based BSP. The group may assign process roles while it conducts the BSP protocol.

Step 4

Implement Functional Behavior Assessment and Behavior Support Plan protocol

 Tier 3 interventions involve the process of functional behavior assessment (FBA). FBA is a method for identifying the variables that reliably predict and maintain problem behavior. Variables that predict, or trigger, behavior are called antecedents. Variables that maintain behavior are considered reinforcers *or functions*; they keep it going *or make the behavior useful.*

FBA involves a team examination of how the student interacts with the environment and attempts to determine specifically where, when, and why problems arise. It includes an assessment of the student's strengths and interests, as well as relevant school, family, and health history. It also involves an assessment of how skill deficits may contribute to the problem behavior.

Information gathered through the FBA process is summarized and hypothesis statements are developed regarding the factors that might be influencing the behavior of concern – *"telling the story" of this behavior.*

A behavioral support plan (BSP) is then designed based upon the information gathered in the functional assessment. Interventions should directly match the results of the FBA.
A Tier 3 BSP plan typically has multiple components, incorporating individualized strategies in the areas of:

- Prevention of problem behaviors *through changes in the environment and adult responses*.
- Instruction in replacement behaviors.
- Systems of individualized positive reinforcement.
- Planned consequences designed to decrease reinforcement for problem behavior.
- Plans to respond constructively to the behavior of concern when it appears
- Home/school collaboration.

FBA is best considered an ongoing process of problem solving conducted by the intervention team. FBA information should be continually gathered, and data should be summarized and reviewed by the team. Data should be used to evaluate the fidelity of implementation of the plan and the effectiveness of interventions, and the intervention plan should be modified as necessary.

TIER 3

Step 5

Implement interventions that address the various needs of students and determine other resources that may be needed

Different elements of the Behavior Support Plan will be enacted by different staff. Changes to environments may mean changes to spaces, materials provided to the student, or adult behaviors. Teaching replacement behaviors or additional skills may be done by a variety of specialists:

- Counselor
- SLP
- SMS
- School Psych

Reinforcement systems Need to be applied in all settings. Everyone shares in making the plan work.

Because of the scope of skills that may be necessary to address the needs of the student and the amount of time that may be required to support change, it is important that the planning process attempts to realistically predict what is needed. It is also important that the school's administration recognize and support the need to devote resources to this effort. Without the thoughtful application of resources, it is unrealistic to expect significant change in the most challenging students.

It may be necessary to seek some skills and resources outside the building, available as district support.

TIER 3

Step 6

Monitor progress

The Behavior Support Plan must contain the specifications for what data will be collected, monitoring both the extinction of the behavior of concern, increase of the replacement behaviors.

- Minimum 4-6 weeks of data on implementation (such as an implementer self-report checklist or the collection of artifacts).
- BSP's should include a process for regularly scheduled review meetings. PBIS is a proactive approach. If a student has reached the level of requiring a Tier 3 intervention plan, then the team should assume that

ongoing planning meetings will be necessary until substantial and durable behavior change has been achieved by the student. The plan is a working document that undergoes regular updates and changes based on progress data.

- In addition to whole-team meetings, the Plan Manager should be checking in with those who are implementing various phases of the plan, on a weekly or sometimes daily basis, if needed.
- The Plan Manager will oversee all these processes.

(See Tier 3, Step 4)

TIER 3

Garrett Morgan
ENGINEERING AND INNOVATION
Gateway to the World

Tips for Developing
Positive Relationships
with Parents

In our busy day of juggling papers, lesson planning and managing sometimes more than a hundred students, we can easily forget the group that could lend significant support in our charge as teachers -- parents and families. Consider these tips for improving connections with this valuable group:

1. **Smile When You See Parents: Greet them.**

   a. Most parents only occasionally interact with teachers so make sure that at least 90 percent of your encounters with them are positive, warm, and friendly. The impressions left from fleeting encounters in the hallway last a long time.

2. **Learn Their Names**

   a. (If you have a self-contained class.) Learn how they like to be addressed (Mr. _? Señora? By their first name?) and how to pronounce them correctly.

3. **Declare Your Intention**
   a. Tell them that you want to partner with them, that you appreciate their support, and look forward to working together.

4. **Communicate Often and in Various Forms**
   a. Provide information about what's going on in your class (weekly would be ideal): what students are learning, what they've accomplished, what you're excited about, what they're excited about, and the learning and growth you're seeing. Suggest things that they might ask their child about: "Ask them to tell you about what they learned last week about meal worms," or "Ask them to read you the haiku they wrote."

5. **Make a Positive Phone Call Home**
   a. If you have a self-contained class, call all homes within the first couple of weeks and then at regular intervals throughout the year. If you teach many students, identify those students who perhaps need a positive call home.

6. **Lead with the Good News**
   a. Give positive praise first when calling parents or meeting with them to discuss a concern. Every kid has something good about him/her. Find it. Share it. Then share your concern. Adhere strictly to this rule.

7. **Find a Translator**
   a. If you can't speak their language, seek a translator for at least one parent conference and/or phone call. (For obscure languages, you can sometimes find a refugee center or other public agency that can help). Reach out to those parents as well; do whatever you can to connect.

8. *Your Language is Powerful*
   a. It communicates an awareness that there are many different kinds of families. Be careful not to assume a mother is, or isn't married, or even that if she is married, she's married to a man. Learn to ask open-ended questions and understand that sometimes parents/guardians might not want to share some information.

9. **Ask Questions about the Child**
   a. "What kinds of things does he enjoy doing outside of school? Who are the special people in her life -- family or family friends? What do you think are her best characteristics? What was he like as a little boy?" Demonstrate an interest in knowing your student.

10. **Listen to Parents**
    a. Really listen. They know a whole lot about their kid.

11. **Smile at the Child When talking to a parent in front of a child**

    a. smile and make eye contact with the student to demonstrate that you care about him/her. Recognize what he/she has done well in your class in front of the parents. Then share a concern, if you have one.

12. **Invite Parents to Share**
    a. Distribute a survey at the beginning of the year (if parents don't read/write in English, students can interview them and relay their answers). Find out what parents know about and what skills they have. Invite them in especially if it connects the curriculum and content. Let them share with you their cultural traditions, interests, passions, skills, knowledge.

13. **Let Parents Know How They Can Help**
    a. Many want to help but especially as kids get older, parents aren't asked for

b. help as often and don't know what to do. There's always some way they can help in the classroom.

14. Be Very Specific

a. Provide ways parents can support their child at home: "You can help your child with her math homework by asking her to explain how she got an answer," or "As you're reading stories at night, ask your child to make predictions. This strengthens reading comprehension."

15. Be a Broker of Resources

a. If they share a concern, be prepared to point them to a direction where they can find help. If you share a concern ("Your daughter spaces out and doesn't pay attention") be prepared to suggest what the parents can do.

16. Explain Your Instructional Decisions

a. Take the time to do this and help them learn about the education system if they're not familiar with it. Help them understand what you're doing and why.

17. Invite Parents to Participate in Making Some Decisions

a. Invite their input, give them information that will help them form an opinion, and listen to their conclusions.

18. Thank Parents

a. Both individually and publicly for their support, perhaps in your weekly newsletter. Recognize what they do to help your class and how it's impacting students.

19. *Share Every Success*

a. Let parents know what their child is doing well, what academic skills, social skills or knowledge he's mastered.

20. Invite Parents to Celebrate and Break Bread Together

a. Communities are strengthened when people come together in celebration. Start the year with a potluck. Share food and stories about food. We all bond over food.

APPENDIX

Lesson Title: _____ Date:_____

Unit Title_____

Concept Based (Enduring Understanding, Essential Question, Key Concept):
_____

Materials/Resources:

Accommodations for ELL students and students with an IEP or 504 Plan (specific to this lesson):

Learning Goal (content standards/indicators):	Learning Tasks (content standard broken down into manageable tasks):
Success Criteria: *You will know you have mastered this when you…*	
Procedures and Routines:	

Instructional Plan for a 90-minute Block:		
5 minutes	**Anticipatory Activity** *Opening. Learning Goal, Essential Question, Success Criteria. Overview of today's lesson, anticipatory activity to engage learners from the start.*	
20-30 minutes	**Modeled Instruction:** Teacher doing the work. *Introduction of Concept/New Knowledge. Direct instruction, demonstration, directed reading, multimedia. Time should be broken into 10 minutes segments with checks for understanding.*	**Shared Instruction:** Teacher and students doing the work together. *Incorporate checks for understanding, class discussion, student questioning/predicting, iPad integration as instructional resource.*
20-30 minutes	**Guided Practice:** Students doing the work with teacher support. *Application and Use of Knowledge. Student engagement strategies: hands-on activity, small-group projects, problem-solving activity, laboratory experiments. iPad integration. Teacher provides feedback. Build in a transition to next portion of lesson.*	

10 minutes	**Shared/Guided:** Teacher and students work together; students doing work with teacher support. *Class discussion, time for reflection, formal check for understanding, reteaching or acceleration. iPad integration as instructional resource. Teacher provides feedback.*
15 minutes	**Independent Practice:** Students doing the work. *Student Practice. In-class independent work, assignment, assessment. iPad integration.*
10 minutes	**Summary/Reflection** *Closing. Summaries, reflections, journal writing, report outs, ticket out the door.*

Garrett Morgan School of Engineering and Innovation
Course Syllabus – Name of Course

Course Information	Teacher Information
Credit Hour:	Name:
Marking Period:	Phone:
Class Location:	Office Location:
E-Mail:	Office Hours:

School Attributes
The manner in which we prepare students at Garrett Morgan High School is informed by three attributes: (1) Dedicated faculty who will hold themselves to, at minimum, to the same standards as the students we teach; (2) Positive relationships developed and nurtured between and among adults and students; (3) A high level of rigor included in instructional practices via standards aligned and contextually driven instruction; and (4) Connecting positive relationships with effective instruction for academic RESULTS!

Course Description:
This course is designed to prepare students for mathematics courses in the college transfer curriculum and/or for Technical Mathematics I. It involves the study of elementary algebra through quadratic equations.

Course Competencies/ Learning Objectives
Students who successfully complete Senior Transitional Mathematics will be competent in the following areas:

- *Add, subtract, multiply, and divide real numbers.*
- *Solve linear equations and inequalities in one variable.*
- *Solve literal equations for the indicated variable.*
- *Graph linear equations in two variables.*
- *Add, subtract, multiply, and divide polynomials.*
- *Factor polynomials.*
- *Simplify, multiply, and divide rational expressions.*
- *Solve a system of linear equations in two variables.*
- *Perform operations on square roots.*
- *Solve quadratic equations.*

Student Evaluation
The grading system for the Mathematics Department at Academy Park High School is as follows:

Tests, Projects, & Major Papers	-	*30%*
Quizzes, Classwork, & Minor Assignments	-	*25%*
Warm up, Notes, & Journal Assignments	-	*15%*
Attendance & Class Participation	-	20% (school wide)
Homework	-	10% (school wide)

Attendance Policy
Refer to the student code of conduct. Students who are absent do receive days to make up any missing work.

Classroom Expectations- PBIS
1. Arrive to class on time
2. Be prepared
3. Respect your classmates and teacher
4. Give your all, all the time
5. Be responsible for your actions
6. No eating, drinking, cell phones, or ipods permitted in the classroom

Class Requirements

Homework will be given approximately four days a week. It will be collected in the beginning of class the day it is due. It is YOUR responsibility to complete homework assignments. You will be given the opportunity to make up THREE homework assignments at the end of the marking period if they were not completed.

If you are absent, it is YOUR responsibility to make up the assignments and/or tests when you return. Every Monday, I will send an email out to the whole class informing them of the homework assignments and/or upcoming tests or quizzes. If you do not make up your assignments within one week, they will turn into zeros.

It is YOUR responsibility to come after school to catch up on missed work from your absences. I will NOT re-teach the lesson during class time.

Plagiarism, Cheating, and Academic Integrity

Plagiarism is the practice of copying words, sentences, images, or ideas for use in written or oral assessments without giving proper credit to the source. Cheating is defined as the giving or receiving of illegal help on anything that has been determined by the teacher to be an individual effort. Both are considered serious offenses and will significantly affect your course grade. Please refer to the Student Code of Conduct booklet for additional information.

Methodology

A combination of lecture, class discussion, presentations, videos, cooperative learning, and problem-based learning will be used in this course. Grades will be determined by the satisfactory and timely completion of assignments. The grade of each assignment is based on the prerequisite given for each assignment. Below is an overview of topic/ units and major assessments/assignments for this course. Please note dates/timeframes are subject to change and are an estimate.

Unit/ Topic	Course Activities	Assessments/Assignments	Month/ Timeframe
Real Numbers/Algebraic Expressions	*Large Group Review*	*Quiz/Test, Homework*	*Sept./1st MP*
Solving Equations/Inequalities	*Small Group Review*	*Quiz/Test, Homework*	*Oct./1st MP*
Graphing	*Graph Work*	*Quiz/Test, Homework, Graph Project*	*Oct-Nov1st MP*
Polynomials: Operations	*Example Problems*	*Quiz/Test, Notes, Homework*	*Nov-Dec/2nd MP*
Polynomials: Factoring	*Small Group*	*Quiz/Test, Notes, Homework*	*Nov-Dec/ 2nd MP*
Radical Expressions and Equations	*Large Group*	*Quiz/Test, Notes, Homework*	*Dec/2nd MP*
Quadratic Equations	*Large Group*	*Quiz/Test, Notes, Homework*	*Dec. /2nd MP*
Systems of Equations	*Small Group*	*Quiz/Test, Notes, Homework*	*Jan./2nd MP*

_____

General Information:

If you are having trouble with this class, come to me immediately and I can work with you. If you wait till the end of the marking period, it will be TOO LATE. I will be available to help you understand so you can be successful in this class.

Please check and sign below

_____*I have read the information and I fully understand what I'm expected to do in class.*

Student Signature: _____

Parent / Guardian Signature: _____

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Garrett Morgan
ENGINEERING AND INNOVATION
Gateway to the World

4600 Detroit Ave | Cleveland, OH 44102
216.838.3550
ClevelandMetroSchools.org/GMSEI

Locker Agreement Form

Lockers are made available for all GMSEI students for the purpose of storing school supplies and personal items necessary for use at school. However, lockers are not to be used to store items which cause (or can reasonably be foreseen to cause) an interference with school purposes or an educational function, or items which are forbidden by state law or school rules. A student who uses a locker that is the property of the school is presumed to have no expectations of privacy in that locker or the locker's content. The student's use of the locker does not diminish the school's ownership or control of the locker. The school retains the right to inspect the locker and its contents at any time to ensure that the locker is being used in accordance with its intended purpose, to eliminate fire or other hazards, maintain sanitary conditions, attempt to locate lost or stolen items or to search for items such as weapons, illegal drugs or alcohol, prescription drugs or any other material forbidden by school, district, and state rules.

Locker Rules: In order to implement the administrative policy concerning student lockers, the school has the following rules and regulations. These must be read and agreed upon 100% by both parent and student. Lockers are a privilege, not a right, therefore it is your choice to accept or decline use under school rules.

- Please be aware that backpacks, messenger pouches, drawstring bags, duffle bags, etc. are not allowed in classes and therefore must be placed in lockers.
- If you choose not to agree to GMSEI's locker policy, you will not be allowed to carry your backpack etc. around the school.

1. **LOCKS**: The school will retain access to student lockers by keeping a master list of combinations and retaining a master key. Combination locks are installed with each locker.
2. **USE OF LOCKERS**: Lockers are to be used by assignment and permission only. Lockers are for the purpose of storing school supplies and personal items necessary for use at school. Lockers are not to be used to store items which cause (or can reasonably be foreseen to cause) an interference with school purposes or an educational function, or items which are forbidden by state law or school rules. The outside of the locker area is to be completely unadorned. No decorating or markings should be placed on the outside of the locker. **There are to be no self-adhesive stickers affixed to the lockers, either inside or out.** Students are not to write on the inside or the outside of the lockers with any writing instrument, whether permanent or nonpermanent. Magnets, Write on Magnets and Magnetic Note Pads are recommended and allowed. Cling stickers that have no glue or adhesive, that peel off and can be reapplied without leaving any marking may be used inside. Parents will be responsible to pay for any damage caused to the locker by their child.
3. **AUTHORITY TO INSPECT**: The school retains the right to inspect lockers to ensure they are being maintained in accordance with the conditions of this contract. The principal or a member of the staff designated by the principal shall conduct all inspections of student lockers.
4. **INSPECTION OF INDIVIDUAL STUDENT LOCKERS**: Before a particular student's locker is inspected, the student, if present on the school premises, shall, where practicable, be contacted and given the opportunity to be present during the conduct of the inspection unless circumstances require that the inspection be conducted without delay. This may be due to disciplinary conduct concerns or an internal school investigation, or to protect the health and safety of others present on school premises. Whenever an individual student's locker has been inspected under this rule without the student's presence, the principal or his designee shall notify the student of such inspection as soon as practicable thereafter.
5. **INSPECTION OF ALL LOCKERS**: An inspection of all lockers in the school may be conducted if the principal believes that such an inspection is necessary to prevent, impede, or substantially reduce the risk of an interference with school purposes or an educational function, a physical injury or illness to any person, damage to personal or school property, or a violation of state, district, or school rules. Examples of circumstances justifying a general inspection of a number of lockers are when the school receives a bomb threat, when evidence of student drug or alcohol use creates a reasonable belief of an unusually high level of student use, at certain times of the school year to check for specific school supplies or equipment, or when there is a reasonable belief that weapons are stored in the lockers. If a general inspection of a number of lockers is necessary, then all lockers in the defined inspection area will be examined. Students will not necessarily be given the opportunity to be present while a general inspection is being conducted.

Dear Falcon Family,

Welcome to Garrett Morgan School of Engineering and Innovation. The faculty, staff and administration team are excited to embark on this journey to a successful high school matriculation. We have worked all summer to ensure that all of our scholars are prepared for exceptional learning. This year will be filled with many opportunities to grow as scholars. We recognize that this is a very peculiar situation and we want to ensure you that Garrett Morgan is prepared for the challenge. The attached packet will prepare you for the first day of school on September 8th! Listed below is your child's email address which will serve as their login information to serval platforms. Your child's schedule will be emailed to the email address listed below. Please make sure this is kept in a safe location.

Student ID:	209010439
Last Name:	Alicea
First Name:	Luis
Username:	AlicLu001
Email:	Luis.Alicea@cmsdk12.org
Password:	L35120ll

We recognize that in order to be successful in school, our children need support from both the home and school. We know a strong partnership with you will make a great difference in your child's education. As partners, we share the responsibility for our children's success and want you to know that we will do our very best to carry out our responsibilities. Throughout the year, we will send newsletters that will keep you updated on important events at Garrett Morgan as well as volunteer opportunities specifically for our parents.

If you have any question, please do not hesitate to contact the me, Principal Davis, at Quenton.davis@clevelandmetroschools.org or @ 216-838-8450. In addition, please visit our website @ www.clevelandmetroschools.org/gmsei The is a lot of useful information there. We look forward to a great year. Once again, Welcome to Garrett Morgan. You're a Falcon now!!!

A Servant of Education,

Garrett Morgan
ENGINEERING AND INNOVATION
Gateway to the World

Garrett Morgan School of Engineering & Innovation
STAFF KEY & CLASSROOM CHECKOUT FORM

[DATE]: _____

Staff Name:	Classroom #

Classroom "Tech Pack"

The following is in your CLASSROOM Tech Pack

□ Laptop

□ Tablet

□ Chromebook

□ AC Adapter / Charger

□ Protective Case

□ Laptop

□ Tablet

□ Chromebook

□ AC Adapter / Charger

□ Protective Case

Received_____

Key #

□ Classroom Door Key _____

□ Desk Key _____

□ Cabinet Key _____

□ Common Area Key _____

[Staff Signature]: _____

Reminders
• If any key is lost or damaged, you must contact your appropriate ADMIN ASAP through email for additional support.
• If your key
• If any item from your "Tech Pack" isn't working or becomes missing, you must contact your ADMIN ASAP through email for additional support.
• **Make sure you check your items before signing off that you received the items.**

[Return Signature]: _____   [RETURN DATE]: _____

Issues: