

DISCOVERY/ DISCIPLINE

Supplement to the 2008-2009 Student Handbook

The Discovery Program at Grand Canyon Middle School and High School is a concrete, skills-based curriculum that strives to create positive change in students. Through this program students can develop many of the social skills necessary to be successful in school and in life. Students can also increase their academic achievement.

The objectives of the program are:

- < To develop a strong sense of community and establish positive support systems for all students.
- < To teach, practice and provide feedback on positive social skills.
- < To reinforce the culture of the classroom/school and ensure that all students realize what is expected of them and what they can expect from the staff.

Students learn the social skills necessary to thrive at school, at home, or at work through a combination of direct instruction, teacher modeling, practice and positive feedback. As students become better communicators they gain clarity and a sense of optimism. The core of this program is a student-centered, no-nonsense, skills-based curriculum taught in six sequential units:

1. Anger Management

This unit is a cognitive approach to managing anger and frustration. We teach students to reframe their anger and use it as a positive force in their lives. We help students identify their anger "triggers" and explore other options.

2. Communication Skills

This unit is the cornerstone of The Discovery Program. We work extensively with different modes of communication with the goal of open and honest communication between students and all members of the school community.

3. Assertiveness Training

In this unit, our goal is to help students see the difference between aggressive, assertive and passive behaviors and responses. Assertiveness is coupled with communication skills training and the skill is practiced and teachers reinforce it continually.

5. Problem Solving

This unit is the "umbrella skill" of the program and focuses on solving problems in a systematic way using five basic steps: stop, list, choose, do and evaluate. Problem solving is a skill used in the

processing component of the Discipline Program at Grand Canyon Middle School and High School

6. **Conflict Resolution**

This unit focuses on conflict and conflict management. These skills build directly on the communication skills, assertiveness training and problem solving units. We want students to be assertive and have the courage and skills necessary to resolve conflicts in a constructive manner.

At the Grand Canyon School, **Discovery** encompasses our school culture. All students receive the training, as do all teachers. Several teachers will be involved with teaching these skills: Incoming sixth grade students will receive training for approximately the first six to nine weeks of school in Ms. Weber's "Introduction to Middle School" class. All new seventh and eighth grade students will have approximately nine weeks of training their first semester of school, taught by Ms. Davis. New high school students will receive their Discovery training from Mrs. Hultin under the same structure. If a student enters middle school or high school too late into a semester to complete the training, that student will take Discovery the following semester.

The administration, teachers and staff are committed to the **Discovery Program** and base our school culture on the four tenants of this program:

1. **Open and Honest Communication**
2. **Mutual Respect**
3. **Integrity**
4. **A Shared Vision of Excellence**

Students are taught the following classroom norms and are expected to demonstrate them in school:

The 6 P's - students should (be):

Prompt	P.M.A (showing a Positive Mental Attitude)
Prepared	Personally Engaged
Polite	Producing

Attending Skills - students should:

- Be In the Moment
- Use Appropriate Body Language
- Use Appropriate Eye Contact
- Give Appropriate Feedback
- Use Questions to Clarify or Validate

When students fail to demonstrate these norms, teachers will use Redirects as part of the school's discipline program which involves Processing and is explained in detail under the discipline discussion.

-DISCIPLINE at Grand Canyon Middle School and High School includes the problem solving contract for the focus room of but is not limited to just Discovery.

Two types of Discipline or classroom management skills are available to all teachers at all times. The first type involves situations that are addressed by the teacher without the need to use administrative support systems. The second involves those with consequences that require outside support systems. For those with consequences requiring outside support systems, there are three levels of consequences. The first is the processing component of Discovery (going to the Focus Room, which involves processing and reflection, see Appendix B), the second involves three types of Detentions and the third is an Administrative Referral.

Techniques that are available to all teachers at all times:

- Using good classroom management skills, proximity, eye contact and other techniques for management, as long as they are used respectfully and teachers use the language of Discovery and give redirects when warranted
- Student conferences
- Parent phone calls
- Parent and student conferences

Techniques that require building outside support systems:

1. **DISCOVERY** - Our school culture. All students and all teachers will receive Discovery training. Expectations are taught, no expectation is taken for granted. When behaving outside the school culture the consequence is **Processing/Reflecting/Communication** with the teacher to "fix" the problem.

The benefits of Discovery processing in the Focus Room for discipline are:

- It stops the disruptive behavior and allows the class to continue
- It should be a powerful warning to the students to be removed from class
- It gives the student a chance to calm down
- The student learns to apply the principles of respect, open and honest communication and integrity with the teacher at a later time, and make a new start
- It can provide an opportunity for the student to talk to a helping professional
- Problem solving is utilized by the student and the student accepts responsibility for his or her behavior and fixing a problem

All employees of the Grand Canyon School are expected to:

- Model behavior reflecting mutual respect, open and honest communication, integrity and a shared vision of excellence;
- Use the language of Discovery including:
 - "I need you in the moment,
 - "How are your attending skills?"
 - "Can you fix it?"
 - "Were you treated with respect?"

The consequences for not behaving "in the culture" for all students in grades 6-12 are:

1. Redirect
2. Hallway Conference (Counts as the second redirect)
3. Focus Visit (Is considered a third redirect)

-In cases involving extreme disrespect the student will receive an automatic focus, with no redirect given.

-The process may be "short-cut" if the problem continues and the teacher notifies the student, Head of School and the counselor. The teacher may be requested to let the parent know as well.

If a student is sent to the focus room the student will be asked why she or he was sent to focus and if she or he was treated with respect. After discussing the problem the student will fill out a process form, which the student must sign and date (see Appendix B). The student will remain in the office until the next class period.

The teacher will also fill out a reflection form and the teacher and student will meet with Ms. Davis or Ms. Crumbo at another time (lunch, before school, after school, etc.) to make sure the problem will not continue when the student returns to class.

Each time a teacher sends a student to the focus room that teacher will contact the parent of that student to discuss the situation.

In middle school, if a student receives a focus visit the teacher giving the focus visit will make a parent contact for each focus. After three total focus visits (counting all classes) a meeting between parents, teachers, the administration and the student will be held. It will be determined on a case-by-case basis who will set up the student-led conference. If a student receives six focus visits, another meeting will be held. Finally, if a student earns nine focus visits in one year it indicates that the student has chosen not to be a part of the school culture and repeated attempts to work with the student to solve the problem have not been successful. A meeting will be held to determine if the student will be sent to the Transition Room where the student is removed from the culture for a period of time determined at the meeting. A student in Middle School must be passing all core classes, have behaved appropriately in the Transition Room and prepared a contract at the direction of the teachers which the student, the parent(s) and the teachers sign, before the student may return to regular classes.

Upon return to the regular school culture and classrooms, students receiving two focus visits will return to transition for a minimum of three weeks. The same expectations for return to their regular classes will be followed.

If a student should receive two more focus visits, the minimum placement in transition will then be for a period of one month.

-In high school students should know the system, and a focus visit is considered to be a serious violation of the culture. Credits are a factor in removing a student from high school classes, and if a high school student is assigned to the transition room it is an alternative placement that will last one to two semesters, depending on the time of year and the course involved.

Removal from the regular classroom will be made on a class-by-class basis. Parents will be contacted by the teacher after each focus visit. **After two focus visits in one class the teacher will work with the student to conduct a meeting with the parents, the administration and the student for a student-led conference. After four focus visits in one class the teacher will work with the student to hold a second meeting. After five focus visits the administration will call a meeting to determine whether the student will be removed from the class and denied credit for the class. Students will be considered outside of the culture if removed from a class and will not be allowed to participate in extra-curricular activities.**

Rules for the Transition Room are:

- No electronic devices of any type are permitted at any time.
- The use of the internet is not permitted for any reason.
- Students may not look out the windows, nor are they to sit on top of desks or tables.
- Students are not permitted to leave the focus room unaccompanied for any reason except to use the bathrooms directly across the hall from the focus room.
- There are to be no "visitors" or students visitors for any reason.

-Hours of operation of the Transition Room are from 7:55 to 3:00. Students must leave campus each day at 3:00 and not return until just before the 7:55 bell the next school day.

-When in Transition students are outside of the school culture. This means that they are not permitted to be on campus for any reason other than attending school in the Transition Room, this includes activities after the school day is over.

-Students in transition, even high school students in for one period, are ineligible for all extra-curricular activities for the duration of their placement in transition.

2. DETENTIONS - Negative consequence administered in a timely fashion.

Lunch Detention. Lunch detentions will be with Brad Houston in Room 405. Students must report to the detention room within 3 minutes of their release from 4th period (11:45 for middle school and 11:38 for high school).

Lunch detentions may be assigned for such offenses as: tardies, gum chewing, inappropriate wearing of hats, violating the dress code and for smaller infractions such as littering. Horseplay may also result in lunch detentions (see Appendix C). In some instances involving lack of respect the student will receive a focus as well.

Lunch detentions require:

-Being on time to detention

-A cold lunch from food services or a sack lunch from home

-That students be responsible for paying for a school lunch if a lunch from home is not brought to school that day

-No talking/no active movement

-The reality of more substantial consequences for continued violations

-Immediate communication between the teacher assigning the detention and the counselor, the Dean or Principal/Head of School and the detention supervisor

-A system that makes skipping detention difficult

If students are assigned excessive detentions, a student-led conference will be required with parents to find a solution to the problem. One consequence may be Thursday evening or Friday morning detentions.

Thursday Evening/Friday Morning Detention (3 hours) Assignments will be rotated among staff. These detentions will be assigned by the Principal/Head of School as warranted for reasons such as excessive lesser detentions, skipping detentions or not meeting behavioral expectations while serving a lesser detention. This detention is a possible consequence of Administrative Referrals not involving substances or fighting,

3. ADMINISTRATIVE REFERRALS - If a student is sent to the head of schools it is very serious. Fighting, possession or abuse of substances, possession of weapons, harassment, bullying, threats and intimidations and abuse of the detentions (skipping, excessive detentions, etc.) will go to the head of schools.

An effective administrative referral system has a critical impact on the overall building discipline system:

- Referrals to administration must be taken seriously
- Referrals to administration are used for the most serious and visible issues

If the violation is serious enough to warrant an office referral: The student will receive a timely and **meaningful** consequence. Processing and lunch detentions are usually not severe enough consequences for students who are referred to the office. Assuming it's an appropriate referral Thursday Evening Detentions, suspensions or expulsion recommendations are more appropriate consequences.

Expectations for referrals to administration are:

1. Excellent communication.

- The teacher or counselor needs to make personal contact with the administrator.
- The administrator will contact the parent and implement consequences
- The administrator will contact the referring teacher and summarize the consequences
- All of the student's teachers and the counselor will receive an email referral summary

2. The office is not a holding area for students

- Administrators consider office referrals to be a top priority
- Administrators maintain a structured and orderly office
- Students remain separated and quiet while in the office

3. That staff members do not over-refer students to the office for issues they should handle themselves, through Classroom Management, Discovery or lunch detentions.

This Discovery/Discipline material is intended to be a supplement to the Grand Canyon Unified Schools District Handbook, 2008-2009. Policies and expectations are included in the handbook which are not discussed in this supplement. Please note that telephone usage and the use of electronic devices (cell phones, MP3 players, CD players, PSP's, personal laptops, PDA's, etc.) are discussed in the handbook and will be addressed below as well.

Telephone Usage

Messages will be taken for any student at the office and delivered as the urgency of the message seems to warrant. Callbacks of an urgent nature will be allowed. Students are not to call parents from the classroom. Students may use the phone before school, during lunch time and after school. Students are not to use the school phone between class periods.

Electronic Devices (except PDA's and personal computers) may be used:

- on or off campus, before or after school
- during lunch and passing times
- following a school state of emergency; the school principal or designee may allow contact with parents for a designated time
- if a teacher/coach approved the use during extended trips and sporting events

Electronic Devices may NOT be used:

- during instructional time, whether in the classroom, the halls or other locations including assemblies or other activities which take place during regularly scheduled classroom periods. During instructional time, in classrooms and other instructional areas, all devices shall be turned OFF and **placed out of sight.**
- to take pictures at any time that violate personal privacy
- for cheating
- on field trips or excursions which are conducted during the normal school day and during regular classroom instructional hours.

Personal Computers (laptops) or PDA's are not allowed on campus without written clearance from Ms. Crumbo.

Consequences

Students who violate the above guidelines shall be deemed to have created a disruption in the educational environment and are subject to disciplinary action. The severity of the disruption and whether other policies were also violated will determine the appropriate discipline.

Electronic devices may be confiscated for disciplinary reasons. The administrator will receive the device and a focus visit may be assigned on the first offense. The student may pick up the phone from the administrator. For a second offense the administrator will require the parent to pick up the phone and a focus visit will be assigned.

Appendix A

Procedure for sending a student to focus

- < Student either receives a redirect and hallway conference or performs a disrespectful behavior that warrants an immediate focus
- < Send student to the office in the 200 building
- < Immediately call the office (200) to inform staff that the student has been sent to focus
- < Ms. Mobley and Ms. Russell-Haughton will field all students who come to the office. If Ms. Davis is unavailable they will send the student to Ms. Crumbo.

- < When it will not interrupt teaching time, email "Focus" with the details of why the student was sent
- < While the student is writing and processing the focus, we will check the email and will be able to have a better understanding of the situation
- < The person in the focus room will process the focus with the student and the student will remain in the office until the next class period.
- < The teacher will complete the Teacher Problem Solving Contract for Sending a Student to the Focus Room (Appendix C). The teacher will contact Ms. Davis or Ms. Crumbo to set up a mediation time (before or after school, at lunch, etc.)
- < The teacher will contact the parent about the focus and provide documentation of the contact to Ms. Crumbo within 24 hours.

Appendix B
STUDENT PROBLEM SOLVING CONTRACT FOR THE FOCUS ROOM

NAME: _____

DATE: _____ PERIOD _____ TEACHER _____

HAVE MANY FOCUS VISITS HAVE YOU HAD (In middle school the total number, in high school in this class)? _____

Were you treated with respect? _____

Did you treat the teacher with respect? _____

Comments _____

Were you given a redirect and a hallway conference before being sent to focus? _____

Do you feel you deserve this focus? Why or why not?

What did you do? _____

Which part of Discovery wasn't followed?

_____ Mutual Respect

_____ Open and Honest Communication

_____ Integrity

_____ Shared Vision of Excellence

Did you receive a redirect for one of the 6 P's? _____ If so, which one? _____

Did you receive a redirect for your attending skills? _____ Is so, which one? _____

Something else? What? _____

Why did you make this decision?

- I wanted attention from others.
- I wanted to be in control of the situation.
- I wanted to challenge the teacher's authority.
- I wanted to avoid doing my schoolwork.
- I didn't know what I was supposed to be doing.
- I wanted revenge.
- I was not prepared for class.
- Other: _____

How do you feel about what you did that brought you to focus?

How did your behavior look to the teacher and the other students?

Name at least two things you are going to do to improve your behavior:

Will doing these things solve the problem? _____

If you go back to the classroom and your behavior continues to be disruptive what consequences should you receive?

Is this kind of behavior acceptable? _____ Why or why not?

Student Signature

Teacher Signature

Facilitator

Date

Parent Contact:

When _____

How _____

**APPENDIX C
TEACHER PROBLEM SOLVING CONTRACT
FOR SENDING A STUDENT TO THE FOCUS ROOM**

NAME: _____

DATE: _____ PERIOD _____ STUDENT _____

HAVE MANY FOCUS VISITS HAS THE STUDENT HAD IN YOUR CLASS? _____

Were you treated with respect? _____

Did you treat the student with respect? _____

Comments _____

Was the student given a redirect and a hallway conference before being sent to the focus room? _____

Do you believe the student feels that he or she deserves this focus? Why or why not?

What was going on in class? _____

Which part of Discovery wasn't followed?

- _____ Mutual Respect
- _____ Open and Honest Communication
- _____ Integrity
- _____ Shared Vision of Excellence

Why did you think the student made this decision?

- _____ To get attention from others.
- _____ To be in control of the situation.
- _____ To challenge the teacher's authority.
- _____ To avoid doing my schoolwork.
- _____ The student didn't know what I he or she was supposed to be doing.
- _____ For revenge.
- _____ The student was not prepared for class.
- _____ Other: _____

What were the other students doing?

How do you feel about what happened?

What communication mode did you use with the student?

What did you say?

What was your reasoning?

What was your trigger?

Would some other approach be better another time?

How did your behavior look to this student and to the other students?

What do you need from this student?

Student Signature

Teacher Signature

Facilitator

Date

Appendix D
Information for teachers on procedures for dealing with horseplay.

Horseplay

A distinction will be made between behavior within the classroom and outside the classroom.

Within the classroom regular Discovery procedures should be followed, 1) Redirect (not in the moment, etc.) 2) Hallway Conference 3) Send to Focus. If extreme disruption or disrespect occurs, as with any extreme disrespect, it will then be an automatic focus (example is shoving another student very hard during a science lab). If there is possible, probable or obvious bullying, harassment or unhappiness please alert Ms. Davis and Ms. Crumbo and let us investigate further to determine the consequence.

Outside the classroom (in the hallways) with all physical and verbal behaviors involving hard pushing or shoving, jumping on other students and other potentially hurtful or harmful behaviors, direct the student to stop the behavior and send an email to Ms. Davis and Ms. Crumbo if there is no immediate danger. Please give an account of what happened or what you believe should be the consequence (such as an after school detention) and they will address the issue; however, this may not be done immediately or during class time.

For fighting or other dangerous behavior please accompany the students to the nearest office. If you need help please send someone for it straight away and Ms. David, Ms. Crumbo or another administrator will come to you.

Shortcutting the focus procedure

If you have a student with specific chronic issues, please inform Ms. Davis, Ms. Crumbo and **the parent and the student** that due to this specific and chronic issue, Focus referrals may be given immediately. Make sure you document the frequency of the specific issue. Focus referrals for students that have not received suitable redirects or have not been warned of immediate focus referrals for specific issues or have not exhibited severe disruption or disrespect will not be upheld.

Appendix E

STUDENT LED CONFERENCE WORKSHEET