

Groveport Madison High School PBIS Handbook
for Students and Families
2021 – 2022

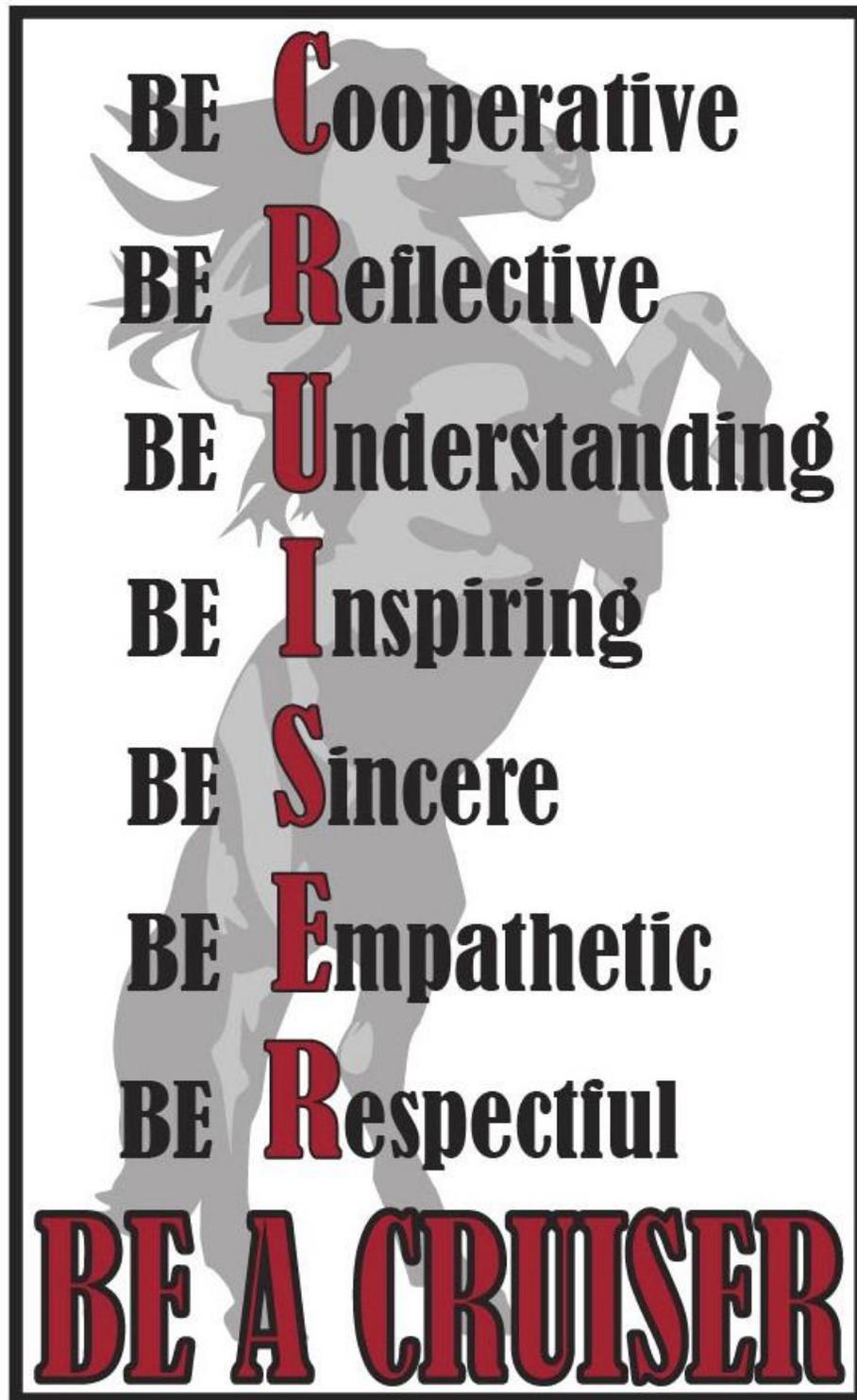


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Groveport Madison High School Vision, Mission, Belief Statement and Goals

Administrative Team:

Principal Paul Smathers

Athletic Director Steve Petros

Vice Principals Mr. Jeff Altman, Mrs. Julia Barnhouse, Mr. Sam Gamertsfelder,

Mr. Craig Lomonico, & Mrs. Shannon Stromberg

Vision Statement: All Cruisers will discover their unique value and purpose to achieve success and positively impact their communities as lifelong learners.

Mission Statement: We will provide relevant and relatable learning opportunities in a safe space that fosters community engagement and a positive legacy.

Belief Statement: We believe ALL Cruisers are valuable. Together, we unconditionally meet all academic, emotional, physical, and social needs. As a result, Cruisers will positively impact the world.

Building Goals

Student Performance: Teachers will have an 85% passage rate in their classes.

School/Teacher Effectiveness: During the 2021-2022 School Year 100% of teachers will reflect and identify areas for development and engage in two or more teacher-initiated growth opportunities aligned to their individual needs.

MTSS: To move away from punitive discipline and traditional punishment to better utilize systems of support, such as PBIS and RTI to build stronger relationships and encourage positive student growth as measured by a reduction in referrals by 15%.

School Culture: Build a sense of belonging for students, family, and the community as measured by a 4% increase in that category of Panorama data *and* as measured by event attendance and of positive feedback surveys on 3 events throughout the school year.

2020 - 2021 MTSS Team:

Julia Barnhouse, Shannon Clegg, Zach Cowan, Anthony Davis, Stephanie Harmon, Lindsey Himes, Heather Jerome, Laura Mathews, Claire Morgan, Ingrid Portney, & Ashlee Swartz

PBIS Lesson Plan Creation Team:

Devin Brunner, Zach Cowan, Anna DeVault, Stephanie Harmon, Lindsey Himes, Heather Jerome, Abby Messerly, Kaylyn Roose, Ingrid Portney, & Ashlee Swartz

A sincere thank you goes to all GMHS staff members that provided useful feedback and support in designing PBIS to meet the unique needs and goals of our community. We also appreciate our Superintendent, Mrs. Ogden, her Cabinet, and the Members of the School Board for their continued support in this endeavor.



Introduction to Positive Behavior Interventions and Supports

Every student, pre-school through adult, has the right to be educated in a safe, respectful, and welcoming environment. Every educator has the right to teach in an atmosphere free from disruption and obstacles that impede learning. The school environment should be characterized by positive interpersonal relationships among students and between students and staff. To that end, the district has adopted and implemented a school wide Positive Behavior Intervention and Supports (PBIS) program.

PBIS is based on research that indicates that the most effective discipline systems use proactive strategies designed to prevent discipline problems. Before consequences are given, students must first be supported in learning the skills necessary to enhance a positive school climate and avoid negative behavior. This research also shows that there is a strong link between a positive school climate and academic success for all students when students clearly understand behavioral expectations.

Tiers of Implementation

PBIS uses a three-tier approach that targets specific groups of students with increasing levels of support.

Tier 1 – Most Students, 80%

The majority of PBIS supports fall within Tier 1, and many are already being used throughout our building, such as differentiation, incorporation of student choice, and specific praise. They are for all students, staff members, and settings.

Tier 2 – Some Students, 20%

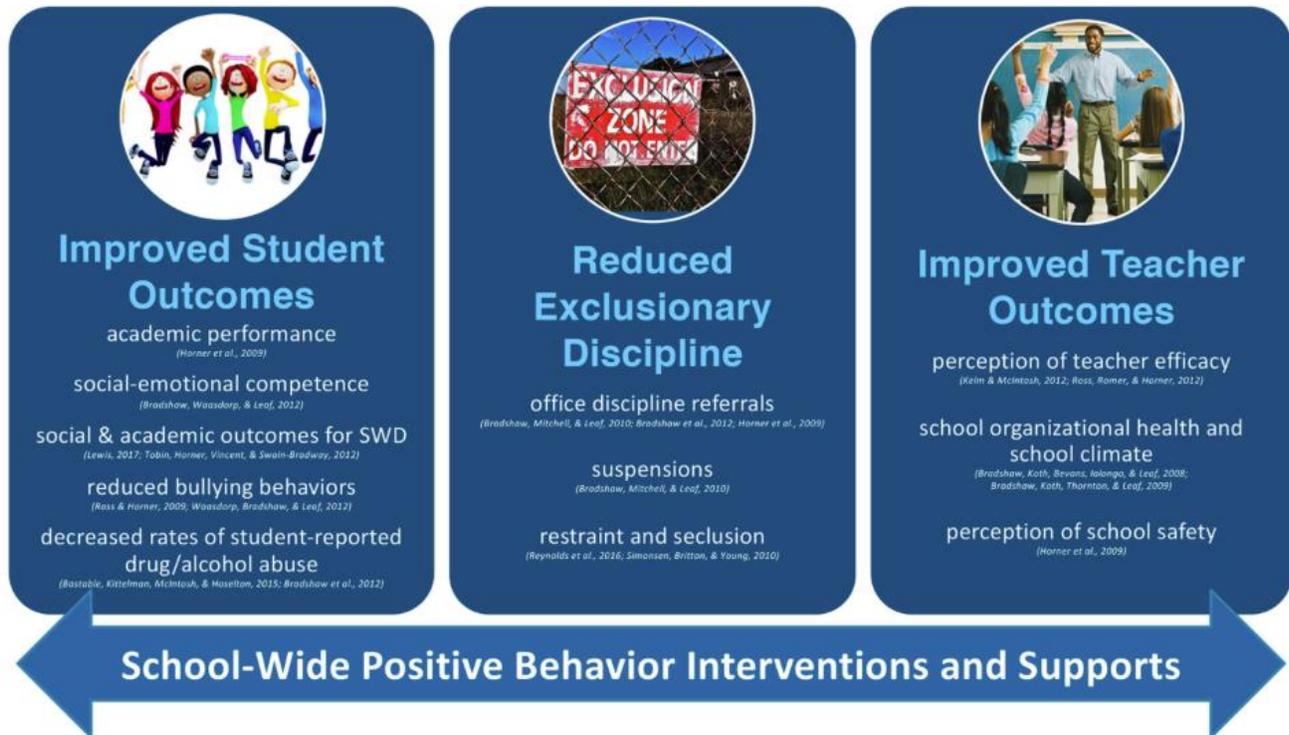
This tier addresses at-risk behaviors that need to be referred to administration or support staff, and its specialized interventions and supports help to prevent the worsening of problem behaviors. Efforts focus on identifying the underlying causes of the behavior and then implementing interventions that target the specific social-emotional, academic, or attendance concern. A plan may be created by a team that consists of the parents / guardians and the student, along with teachers, a counselor, an administrator, a social worker, and/or health specialists.

Tier 3 – Few Students, 5%

Tier 3 is comprised highly individualized supports, and these interventions target students who exhibit high-risk behavior. It may include a referral to district specialists and outside agencies.

Research-Proven Benefits of Schoolwide PBIS

- Improves school culture and safety
- Builds social skills
- Reduces office discipline referrals and suspensions
- Increases instructional time
- Cultivates social and emotional development
- Increases student engagement and academic performance
- Encourages family involvement
- Improves classroom management



How Does PBIS Work with Our Other Support Systems?

PBIS is part of a larger system, Multi-Tier System of Supports (MTSS).

MTSS is the acronym for all of the supports that we have in place to ensure that ALL students are college and career ready upon graduation. It is focused on educating the whole child, which goes beyond just academics to include physical wellbeing and social emotional health. We want Cruisers to have the necessary skills to become successful adults who are ready to take their place in our community. While most students are able to thrive in classroom, there may be times when they may need additional support. Each of the systems below target a specific area of need and work to remove obstacles that prevent to students from achieving their full potential.

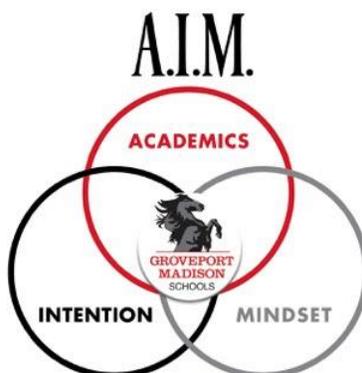
Examples of Recognition for Positive Behavior

- **Positive News Postcards**
- **Student of the Month:** As a staff, we believe it is important to recognize student who consistently do the right and truly recognize what it means to be a Cruiser. There is an awards breakfast each month at 7:00 AM and for these students and their families.
- **A Special Meet, Greet, and Treat with Mr. Smathers**
- **Lunch in the Mezzanine / Courtyard Privileges for Seniors**

* Graphic Source: OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports (2021). Positive Behavioral Interventions & Supports [Website]. www.pbis.org.

GMHS MTSS Programs & Purposes

- **Positive Behavioral Intervention and Supports (PBIS)**
 - PBIS is a proactive approach that teaches appropriate behavior in school before issues arise. An emphasis is put on giving students clear expectations and reinforcing positive behavior.
- **Response to Intervention (RtI)**
 - Students are referred to this team if they are in need of additional academic support. A team of teachers, a counselor, and an administrator collaborate with the student and their family to create a plan to help them develop and improve the skills that are key to success at school. If you would like to refer your student, contact your counselor and complete the form at the end of this handbook.
- **Attendance Intervention Team (AIT)**
 - This team meets with students who struggle with attendance and their families to prevent truancy charges from being filed. A plan is created to remove any barriers that may be preventing the student from coming to school. For more information, see page
- **Social Emotional Learning (SEL)**
 - This is embedded throughout our curriculum with a focus on resiliency and growth mindset. Additional supports are provided by our counselors and prevention clinicians.
- **Professional Development**
 - Training and resources, such as this handbook, are provided to staff so that they can grow their practice and be active participants in the processes listed above.
- **Family and Community Engagement**
 - Families and guardians are encouraged to provide feedback and be active in all aspects of MTSS, serving as RtI and AIT Team Members, using the resources in the GMHS Parent Hub, and participating in restorative justice practices that are fundamental to PBIS.



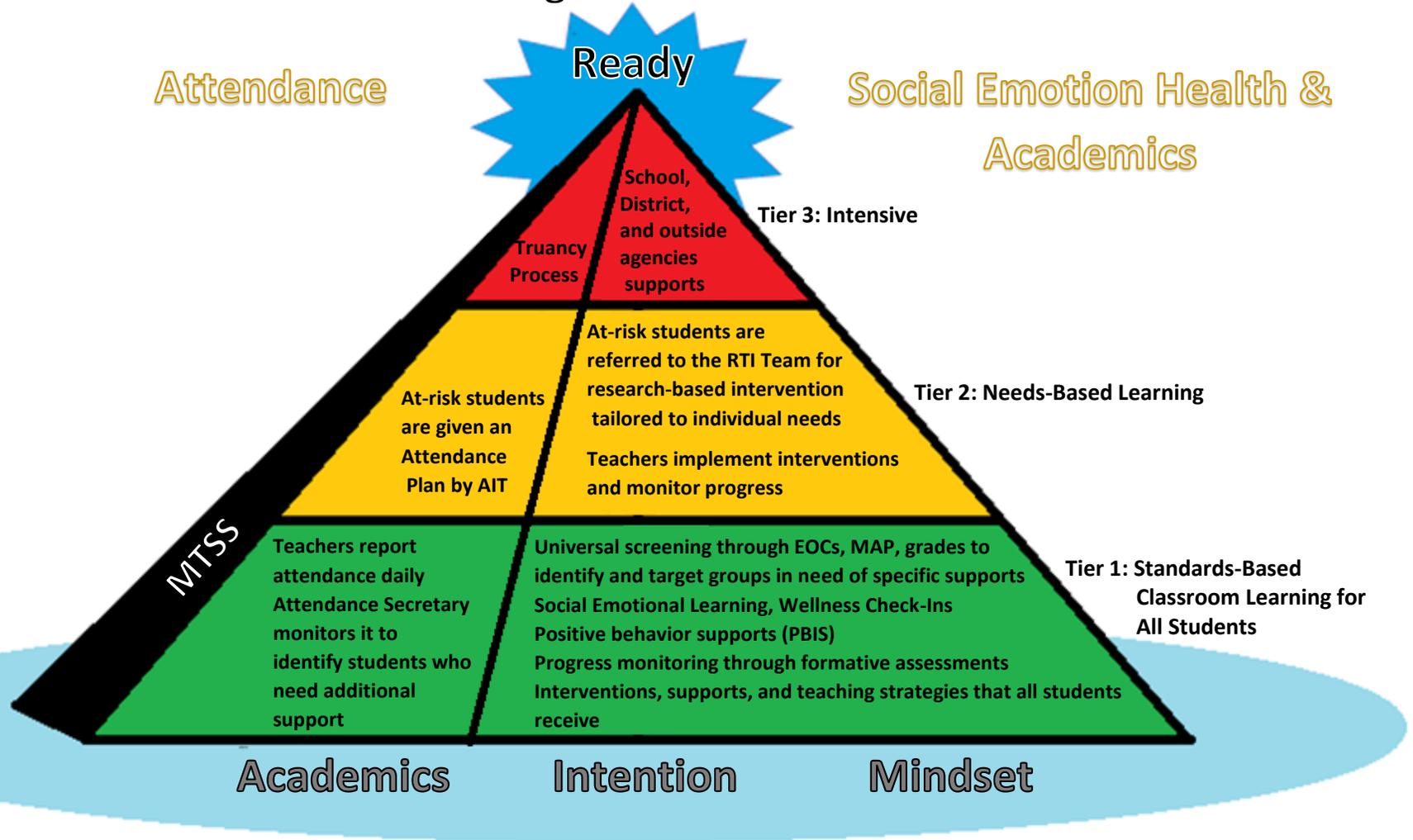
GMHS MTSS Structure

College and Career

Attendance

Ready

Social Emotion Health & Academics





Groveton Madison High School Student Bill of Rights

Access & Affordability: All students have the right to an affordable and equitable education.

Active Participation: All students have the right to positively contribute to the school culture and participate in activities that allow them to give feedback and ideas to administration.

Deeper Learning: All students have the right to an equitable education that prepares them to lead successful life after high school.

Positive School Climate: All students have the right to feel mentally, physically, and emotionally safe in school.

Freedom of Expression: All students have the right to express themselves within an educational context so long as it does not disrupt the learning environment or violate the rights of others.

Modern Technology: All students have the right to access modern, school-approved technology to use for their education.

Diversity & Inclusivity: All students have the right to receive courtesy and respect from others regardless of age, race, creed, color, gender, gender identity, gender expression, religion, national origin, citizenship status, size, sexual orientation, physical and/or emotional condition, disability, and political beliefs.

Understanding of Academic Opportunities & Expectations: All students will be informed about graduation requirements and alternative pathways to receiving a high school diploma. They will be made aware of the grading criteria for each course offered by the school and receive grades for schoolwork completed based on established criteria.

Due Process: All students have the right to understand existing rules in their school, to have notice of any possible suspension or expulsion, and to receive a hearing before discipline is administered.



Responsibilities of Students

As a GMHS Student, you have the responsibilities:

- To know and follow the rules and regulations of Groveport Madison Local Schools listed in both the Student Code of Conduct and this handbook.
- To do your part to create a positive, learning-focused environment.
- To prioritize school attendance.
- To respect yourself, your fellow students, your teachers and the school staff.
- To behave in a way that enhances the educational process and safety of the building.
- To learn problem-solving skills to effectively handle conflict situations peacefully.

Always be a student first.

Academics need to be your priority at school above all else, and that means that you have positive behavior and good attendance to maximize your time in the classroom. If a student is unable to meet these expectations, they will not be invited to attend special events, like dances and trips, and/or participate in extracurriculars, such as sports and clubs.

Administration has the ability to check and monitor student attendance, grades, and conduct at any time, and they may restrict privileges and invitations, so that the student can focus on making their education a priority. The thresholds below are indicators that a student needs time to reflect and to reset education as their top priority:

- Are failing two or more classes
- Have been suspended more than twice in a school year
- Have more than 5 unexcused absences first semester or more than 10 in the second semester.

With that being said, the GMHS staff is here to support you, not punish you. If a student shows improvement, administration can take that into consideration and restore privileges and invitations on a case by case basis. Our goal is to help every student along their path to graduation. ALL Cruisers can be successful in school and beyond. Never lose your focus on the future, and stay motivated to complete the steps that it takes to get there.

Dream BIG, work hard, and we'll help!

PBIS Mini-Lessons for the Beginning of School

The staff will teach mini-lessons are designed to teach students expectations for behavior during the first two weeks of school; this is to ensure that everyone begins the year on the same page and understands the correct procedures for accomplishing daily tasks within the building. Additionally, we want to foster feelings of efficacy, connection, community, and shared ownership within the school.

| Monday | Tuesday | Wednesday | Thursday | Friday |
|--|------------------|--|---|--|
| Procedures | | | | |
| 16 Freshmen and Sophomore Only: Pathways to Graduation and Beyond | 17 Cafeteria | 18 Hallways | 19 Arrival & Dismissal | 20 Restrooms |
| Mindset | | | | |
| 23 Dress Code | 24 Technology | 25 Student Rights & Responsibilities | 26 Respect of Self, Others, Property, and the Building | 27 SMART Goals: Planning for the Future NOW |
| State of the Cruisers | | | | |
| 30 – 3 Class Meetings | | | | |





Groveport Madison High School PBIS Expectations for Students

*All Cruiser staff and students should be **productive, supported, and safe.***



| In All Settings | Classrooms | Hallways / ELAs | Restrooms | Technology | Cafeteria | Arrival / Dismissal |
|---|---|---|--|---|---|--|
| <p>Be a positive influence and represent your school and community with pride.</p> <p>Treat everyone with kindness and compassion regardless of race, religion, size, ethnicity, age, gender, and sexual orientation.</p> <p>Remember your purpose: make education your priority at school and focus on gaining the skills and knowledge that will make you successful after graduation.</p> <p>Take time to process your emotions and self-regulate before acting or speaking.</p> <p>Resolve conflict with peaceful words and actions rather than violence.</p> | <p>Be respectful of different abilities, learning needs, customs, and beliefs.</p> <p>Be mindful of others in the room. Give them the space to learn and grow without distraction.</p> <p>Have a growth mindset: be open and willing to take risks, try new things, make mistakes, and ask questions.</p> <p>Take charge of your own learning and advocate for yourself.</p> <p>Complete assignments on time and be responsible for make-up work when absent.</p> | <p>Keep traffic moving: walk and talk at a safe pace, stay on the right side, and avoid stopping.</p> <p>Be mindful that others may be in class when you are walking to lunch.</p> <p>Respect the personal space of others: maintain a safe distance, speak at an appropriate volume, and have conversations that are appropriate for all to hear.</p> <p>Have a signed, dated pass with a destination, and stick to your purpose when leaving a class.</p> <p>Practice good time management skills and arrive to class early or on time.</p> | <p>Wash your hands for at least 20 seconds to help keep everyone safe and healthy.</p> <p>Get In and Get Out: use the facilities quickly in consideration of others who may be waiting.</p> <p>Put garbage in appropriate receptacles and leave the restroom clean for the next person.</p> <p>Use the restroom for its intended purpose and refrain from other activities, such as socializing and technology usage.</p> <p>Tell an adult if you notice anything out of the ordinary or dangerous, or if something is broken/needs cleaned.</p> | <p>Follow the District Acceptable Use Policy and remember that administrators can view anything that you do on school devices.</p> <p>Bring your Chromebook and make sure that it is charged before class.</p> <p>Utilize your Chromebook as a tool for learning. Use it to research, complete assignments, communicate with teacher, and monitor grades.</p> <p>Check your school email daily.</p> <p>Use phones and headphones only with teacher permission first, and be aware that your usage may be a distraction to others.</p> | <p>Stay seated, wait to be told to line up, and remain in the cafeteria until dismissed.</p> <p>Treat those who are serving you with respect and kindness. Be appreciative: Say "please" and "thank you."</p> <p>Use this time to fuel your body, relax, and prepare for the rest of your day.</p> <p>Leave the cafeteria better than you found it: clean up your space and take the initiative to pick up trash even if it is not yours.</p> <p>Alert an adult if you see or hear something that could become a problem.</p> | <p>Enter the building at the wing closest to your bus, or if being dropped off, enter through the main entrance. If driving, park in the back lot by Athletics.</p> <p>Late Start and Early Dismissal students must sign in and out in the Attendance Office.</p> <p>Wait to be dismissed by announcement and leave the building promptly.</p> <p>ALL students must exit out of the closest wing.</p> <p>If you are participating in an afterschool club, sport, or extracurricular activity, you must exit at the wing and reenter through the main entrance.</p> |

Problem Behavior Definitions

| Minor Behavior (Handled by Teacher) | Definition | Examples / “Looks Like, Sounds Like” |
|--|--|---|
| Inappropriate Verbal Language | Any spoken, written, or non-verbal communication that insults another person and/or contains profanity will be considered inappropriate. | Put-downs, taunts, name calling, mild oaths not directed at an individual. It is not necessarily bad natured, but not for the classroom. |
| Physical Contact/Physical Altercation | Any incidence in which a student engages in inappropriate physical contact with another student that does not end in injury or property damage. | Horseplay, playful grabbing, pinching, non-aggressive punching or slapping, chasing, shoving; it may be flirtatious, or an expression of pent up energy. "Not keeping hands/feet to self." |
| Defiance/Non-compliance | Brief or low-intensity failure to respond to adult request, does not interrupt teaching and learning of others significantly. It is an occasional and not a habitual behavior. | A smart remark, not following directions, sleeping, refusal to complete assignments, ignoring request of adult |
| Disruption | Low-intensity, but inappropriate disruptions to teaching and learning | Distractions: noises, throwing paper wads, yelling or blurting out, talking over others, getting out of seat, tapping, playing with toys, humming, clicking, making faces at others, spontaneous musical performances |
| Property Misuse | Low-intensity misuse of property | Breaking pencils, kicking furniture, mishandling text books, tearing up papers or handouts, making a mess, feet on furniture, sitting on desks |
| Cheating / Plagiarism | Willfully copying, giving, or taking another person’s work or answers, sharing answers or work with others | Using a cheat sheet or technology of any sort or giving another person answers or work without permission, taking another person’s work or Googling answers and then passing them off as your own |
| Tardiness | Arriving to classroom after the bell has rung | Students arriving after the expected time without a pass or note 1-4 times. |
| 1 st Class Cut | Student is not in class. | 1 st class cut or later than 10 mins |
| Inappropriate Use of Technology | Inappropriate and/or unauthorized use of technology | Using without permission; inappropriate use of equipment; texting during class, watching videos or playing games, mishandling equipment |
| Dress Code | Violations that can be corrected within the classroom | Pulling up pants, taking down hoods, putting on a sweater over a revealing top |

** Students can be referred to the office for repeated behaviors after multiple Tier I interventions have been implemented and there has been a conference with the student; the parent/guardian must be contacted within 24 hours.*

| Major Behavior (Handled by Admin) | Definition | Examples / “Looks Like, Sounds Like” |
|---|---|--|
| Abusive / Disrespectful Language | Profanity, language that degrades a person / group, comments that antagonize others | Slandering another person, hostile threats either written, spoken, or non-verbal, non-academic sexual language, slurs |
| Fighting/Physical Aggression | Intentional actions involving physical contact where injury may occur | Hitting, punching, kicking, hair pulling, scratching, choking |
| Insubordination | Refusal to follow directions, challenging authority, and/or other interactions that disrupt the teaching and learning of others | Refusal to comply with established rules, leaving class without permission, verbal defiance/argumentative Repeated behavior, such as continuing to play music loudly or leaving hood up after being warned (see note on previous page*) |
| Habitually Tardy | A pattern of tardiness that has not been corrected by Tier I interventions (conference, call home, behavior plan, etc.) | 5+ times tardy to class |
| Class Cut / Skip | Student leaves class or school without permission or is out of assigned location without permission | 2+ class cuts, or over 10 minutes tardy more than once |
| Harassment/Bullying | Student delivers repeated disrespectful messages (verbal or gesture), to another person that includes threats and intimidation, obscene gestures, pictures, written notes. | Bullying, repeated verbal harassment or abuse, inappropriate touching, gesturing, notes and pictures, and this also includes actions electronically. |
| Inappropriate Use of Technology | Inappropriate and/or unauthorized use of technology that is against the Acceptable Use Policy | Visiting adult website or sending inappropriate pictures or words to others, hacking, putting a virus on a computer, repeated non-academic usage without permission during class time |
| Property Damage / Vandalism | Student participates in an activity that results in substantial and/or permanent destruction or disfigurement of property: any damage done to school property that impairs its usefulness | Broken windows/damaged property as result of horseplay/aggressive behaviors, tampering with equipment/ impairing its usefulness, graffiti |
| Forgery/Theft | Student is in possession of, having passed on, or being responsible for removing someone else’s property or has signed a person’s name without the person’s permission | Forged notes from parents, doctors, teachers, stealing, hiding/purchasing stolen property, aiding someone in stealing, pretending to be a parent or guardian over the phone |
| Dress Code Violation | Student wears clothing that does not fit within the dress code guidelines | Refer to Student Code of Conduct, clothing that is too revealing, or has an inappropriate or offensive message, student refuses to correct behavior after being prompted or does not have a way to remedy the situation |
| Use/Possession of Drugs, Alcohol, and Tobacco | Student is under the influence of or is in possession of illegal substances | Using, possessing, selling, or distributing contraband on school grounds, smelling of smoke, acting unsafe |

Transitioning Back to the Classroom After an Office Referral

The focus of PBIS is not to punish, but to change behavior so that students can be successful in the classroom. To accomplish this, students must understand why their words or actions were inappropriate, and how they can make a better choice in the future. Before returning to the classroom after a suspension of any kind, students will complete the steps below to prevent future occurrences of the same behavior.

All Major Offenses

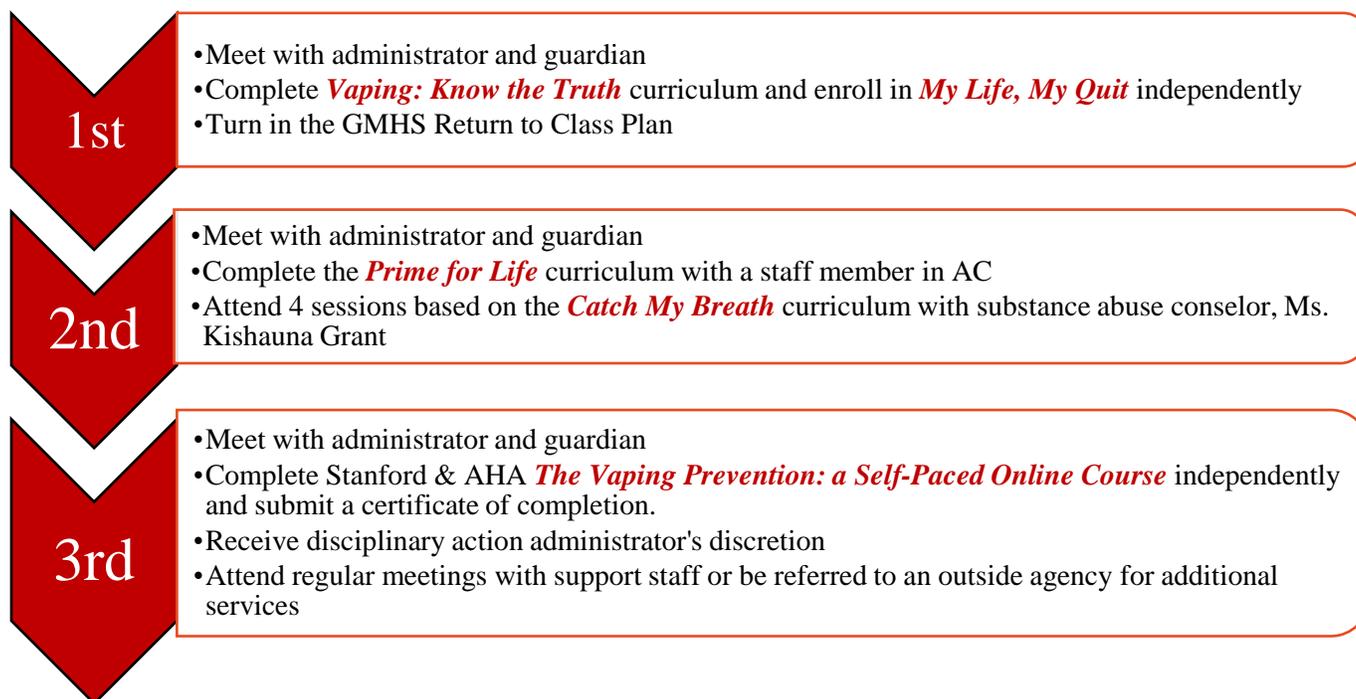
The student will...

- Meet with the grade level principal and parent/guardian
- Complete the GMHS Behavior Modification Plan as part of the restorative justice process.

Intervention Plans for Tobacco and Substance Abuse Offenders

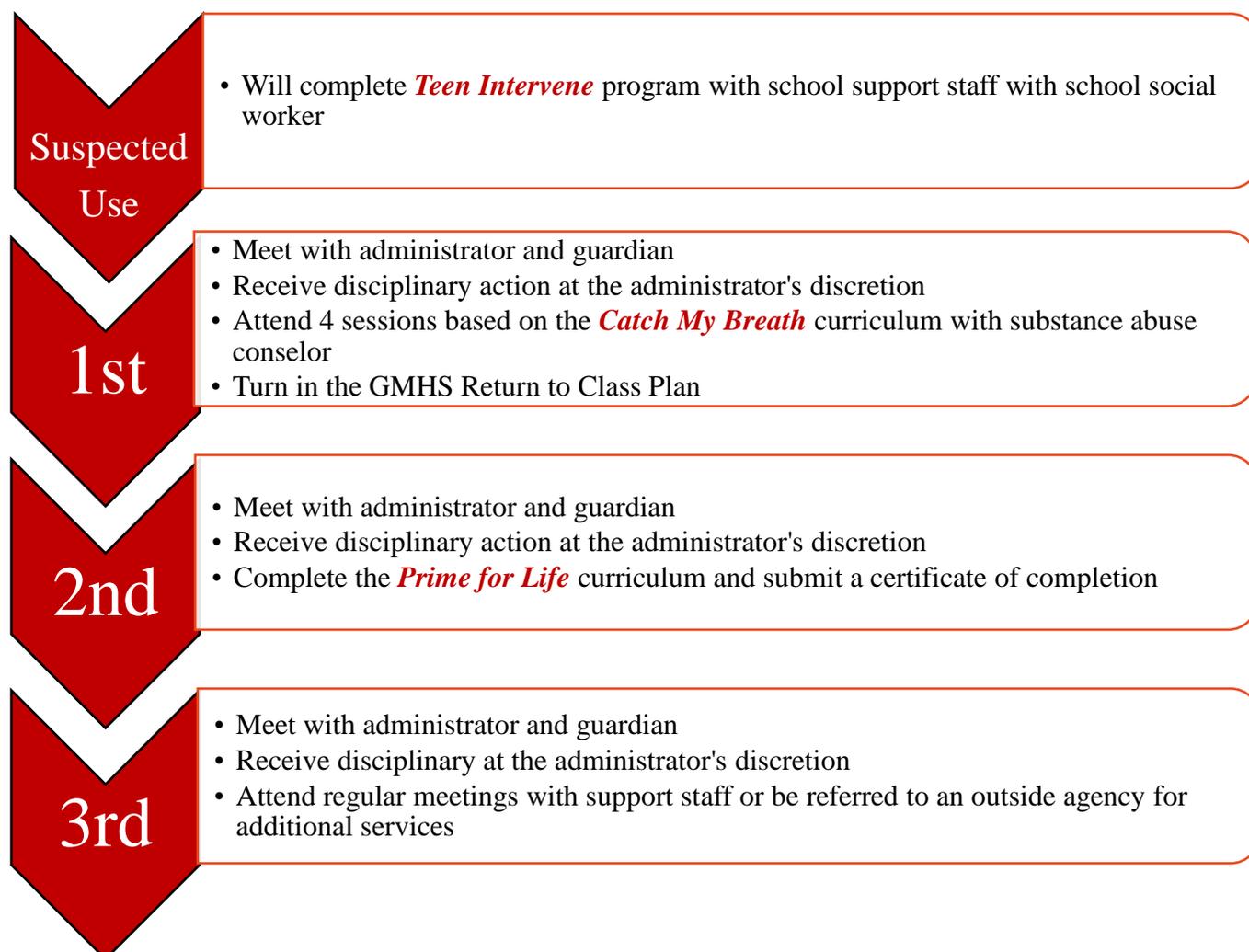
These intervention plans were created through a partnership between our district and the Franklin County Board of Health and the Central Ohio Chapter of the American Heart Association. Our goal is not just to reduce the number of out of school suspensions from these offenses, which cause a significant disruption to a student's education, but to also improve student health and wellbeing. We are dedicated to educating them on the dangers of these activities and then providing them with support needed to quit for good. As a district, we want to help break the cycle of addiction before it has a chance to take hold in our younger generations and to improve the health of this community for years to come.

For tobacco offenses, the student will...*



* Failure to complete the steps above will result in further disciplinary action at the discretion of the administrator.

For other substance abuse offenses, the student will...*



Administration and Counselor Assignments

| Student Assignment | Counselor | Administrator |
|------------------------------------|---|------------------------|
| Head Principal | | Mr. Paul Smathers |
| A – Dim | Mrs. Lauren Taylor | Mr. Sam Gamertsfelder |
| Din - Kin | Ms. Melanie Reed | Mr. Jeff Altman |
| Kn - Rosa | Mrs. Amy Moran | Mrs. Shannon Stromberg |
| Rose - Z | Mrs. Diana Montgomery | Mr. Craig Lomonico |
| Special Education & ESL | Mr. Adam Davidoff (College & Career) | Ms. Julia Barnhouse |

* Failure to complete the steps above will result in further disciplinary action at the discretion of the administrator.

Cessation and Education Programs to Prevent Substance Abuse

Catch My Breath <https://www.catchmybreath.org>

The curriculum and activities stimulate informed, peer-driven conversations while empowering students with the knowledge and skills they need to make educated decisions about vaping. The evidence-based program meets National and State Health Education Standards for grades 5-12.

My Life, My Quit <https://oh.mylifemyquit.org>

The program provides telephone and text-based coaching to students who want to quit. Students who enroll in My Life, My Quit get tips and the support they need to quit for good. Coaching helps teens develop a quit plan, identify triggers, practice refusal skills and receive ongoing support for changing behaviors. In addition to telephone coaching, the program includes self-help and educational materials and additional support by text message or online chat.

Prime for Life https://www.primeforlife.org/programs/prime_for_life_prevention

This program is a judgment-free approach that allows students to understand how alcohol and drug-related problems develop, what they can do to prevent them, and why sometimes people need help.

Teen Intervene <https://www.hazeldenbettyford.org/addiction/intervention/teen-intervene>

The Hazelden Betty Ford Foundation's Teen Intervene program provides education, support and guidance for teens and their parents.

Teen Intervene is designed as a comprehensive screening, brief intervention and referral to treatment (SBIRT) model of care. Teenagers who have experienced mild to moderate problems associated with alcohol or drug use work one-to-one with an addiction treatment counselor to identify and, ultimately, change their choices and behaviors.

Vaping: Know the Truth <https://truthinitiative.org/curriculum>

It is a national youth vaping prevention curriculum created by Truth Initiative and Kaiser Permanente, in collaboration with the American Heart Association, to educate students about the dangers of e-cigarette use. In addition to encouraging students to live vape-free lives, this self-led interactive curriculum offers resources to help young people who are currently using e-cigarettes to quit through truth's first-of-its-kind text message quit vaping program.

The Vaping Prevention: A Self-Paced Online Course

<https://med.stanford.edu/tobaccopreventiontoolkit-old/curriculums/Remote-LearningCurriculum.html>

This is part of the American Heart Association Tobacco Prevention Toolkit and was developed with Stanford University. It is a research-informed and validated curriculum to help prevent students from starting or escalating use of any tobacco product.

Additional Resources

American Lung Association INDEPTH®

<https://www.lung.org/quit-smoking/helping-teens-quit/indepth>

Intervention for Nicotine Dependence: Education, Prevention, Tobacco and Health is a convenient alternative to suspension program that helps schools and communities address the teen tobacco/vaping problem in a more supportive way. Instead of solely focusing on punitive measures, INDEPTH is taught by any trained adult in four, 50-minute sessions. Each session addresses a different tobacco-related issue and can be facilitated either one-on-one or in a group setting. The goal of the program is to educate students about nicotine dependence and cravings and ultimately guide them how to kick the unhealthy addiction that got them in trouble in the first place.

Not On Tobacco® (N-O-T)

<https://www.lung.org/quit-smoking/helping-teens-quit/not-on-tobacco>

This program takes a holistic approach with each session using interactive learning strategies based on Social Cognitive Theory of behavior change that can then be applied and practiced in everyday life. N-O-T is facilitated by a trained and certified adult with a small group format (6-10 participants). The program helps teens quit by addressing total health in order to develop and maintain positive behaviors. Participants talk about the importance of physical activity, nutrition, enhancing their sense of self-control, and improving life skills such as stress management, decision making, coping and interpersonal skills.

This is Quitting (TIQ) <https://truthinitiative.org/about-this-is-quitting>

It is a free text-message program designed to help young people quit vaping. The messages show the real side of quitting by incorporating content from other young people who have attempted to quit before. To enroll in the program young people can text HEART to 887-09. After enrolling, they will receive at least 4 weeks of messages tailored on age and device type that will help build skills and confidence to quit. Throughout the program users can also text in COPE, STRESS, SLIP or MORE to receive instant support. The program is framed as a non-judgmental friend that is there to give advice and support on the quitting journey to make the user feel like they are not alone in quitting.

Kids Heart Challenge www.heart.org/antivaping

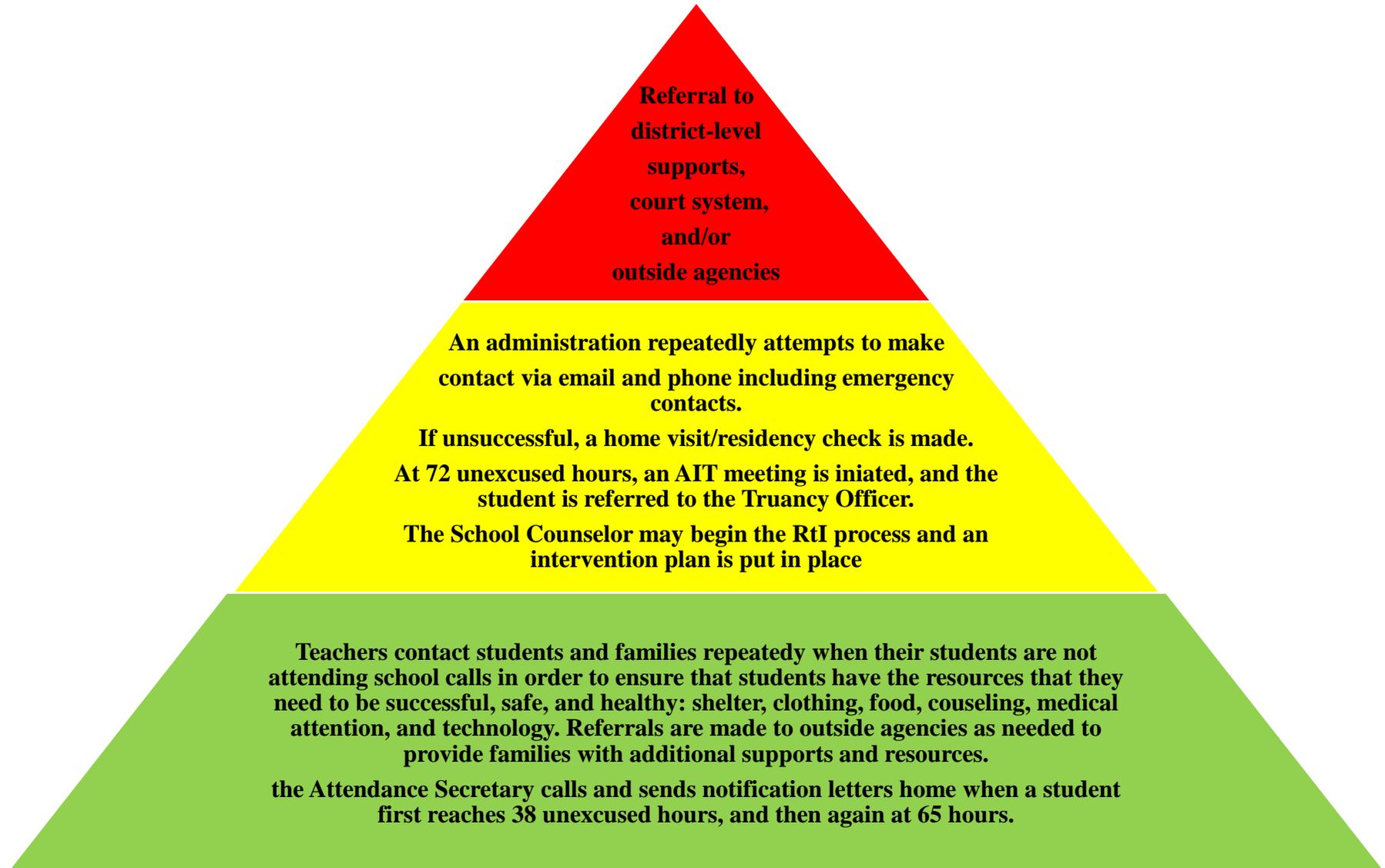
The American Heart Association has developed a series of lesson plans, infographics, fact sheets and student activities to educate students about the harms of tobacco and vaping. These resources are updated as new science and data emerge regarding vaping and tobacco products. Educators are encouraged to contact your local American Heart Association office to connect with a representative who can speak with you about the resources and our Kids Heart Challenge and American Heart Challenge programs.

Resources for GMHS Families

- **Attendance:** Students are expected to be at school each day from 7:30 - 2:10
 - Late students will need to sign in through the Attendance Office, as do students with Late Start or Early Dismissal.
 - Parents must call or come into the Attendance Office if they need to pick a student up before the end of the day.
 - If you have a doctor's note or obituary notice for a funeral, those absences are excused. Email documentation to brandy.gibbs@gocruisers.org
- **Bus routes** and pick-up and drop-off times are available through the [Versatrans eLink](#) app on our website.
- **District Website:** [GoCruisers.org](http://GOCruisers.org)
- **Free/Reduced Lunch Application:** <https://www.gocruisers.org/FreeorReducedLunch.aspx>
- **Progressbook:** <https://www.gocruisers.org/ViewYourChildsGrades.aspx>
- **FinalForms:** <https://www.gocruisers.org/FinalForms.aspx>
- **Greater Groveport Human Needs:** food bank. <http://www.groveportfoodpantry.com/>
- **Groveport Madison Human Needs:** financial assistance for residents in our school district for rent, utilities, car repair and medical needs. <http://gmhn.org/>
- **Learning Extension Centers:**(<https://www.ccsnh.us/Page/8685>) - Open to all Students, regardless of district, and there are some very nearby!
 - LECs -are safe, adult-supervised, welcoming spaces where students are supported while learning virtually during the day. At these Learning Extension Centers, students have access to internet, learning devices, and school supplies to assist them in remote learning (if they need more than the Chromebook supplied by the District). Students will be able to get meals and “after-school” type activities.
- **Technology:** typically, Chromebook and technology issues will be handled at the high school, so please report these in the upstairs office first.
 - For some issues, you may need to contact the **District Tech Team**. Please email tech_dept@gocruisers.org or call 614-836-4789 to set up needed services.

GMHS Attendance Intervention Process (AIT)

Much like positive behavior and academic skills, attendance is another key complement to achieving success at school. This process is designed to support families and to provide them through a team approach that provides them with the resources that their student needs to reach their full potential. Our goal is to find solutions before issues escalate and prevent students from being referred to the Truancy Office.



GMHS Return to Class Plan After a Discipline Referral



Name: _____ Grade: _____ Date: _____

What do you want to do after graduation?

You may not know what you want to do, but it is totally normal to not have a solid idea yet or to have several possible ideas. Think big picture: college, job, trade school, where do you want to live, what do you want to have, who do you want to be.

What behavior(s) caused me to be referred to the office?

What were the consequences of this action? How has my life been impacted in and outside of the classroom?

How did my behavior impact other people?

If so, how can I make the situation right again?

If you keep repeating this behavior, how could it impact your future after high school?

If a similar situation occurs, what are three things that I will do differently?

1. _____
2. _____
3. _____

I am ready to return to the classroom and focus on my future.

[Student Signature]

I have reviewed this plan and have determined that the student is ready to return to the classroom.

[Administrator Signature]

Groveport Madison High School RTI Team: Parent/Guardian Referral Form



Student Name:

ID #:

Grade:

Parent/Guardian Name:

Email:

Phone:

Name of Other Parent/Guardian:

Do both parents live at home? Yes No

If not, with whom does your child live?

Name:

Relationship:

Phone:

Address:

History & Background

| |
|---|
| What are the strengths of your student? |
| What kinds of activities does he/she enjoy? |
| Has your child mentioned problems with school? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, please explain: |
| Do you think your child has a problem in school? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, what is the problem? What do you think is causing the problem? |
| Are you experiencing any problems with your child at home? |
| Have any important changes occurred within the family during the last two years? Check all that apply: <input type="checkbox"/> Moves <input type="checkbox"/> Births <input type="checkbox"/> Deaths <input type="checkbox"/> Illnesses <input type="checkbox"/> Separations <input type="checkbox"/> Divorce <input type="checkbox"/> Job <input type="checkbox"/> Other: |
| Is your child under the care of a physician for a medical problem? <input type="checkbox"/> Yes <input type="checkbox"/> No (If yes, please describe): |

Does your child require special accommodations? Yes No (If yes, check all that apply)

Diet Building Accessibility Physical

Other - Explain:

Does your child receive services outside the school setting? Yes No

Check all that apply

Speech Physical Therapy Counseling

Treatment for a medical condition that impacts learning

Other - Explain:

Are there any concerns the school needs to be aware of?

What suggestions or advice could you give the school to help your child?