

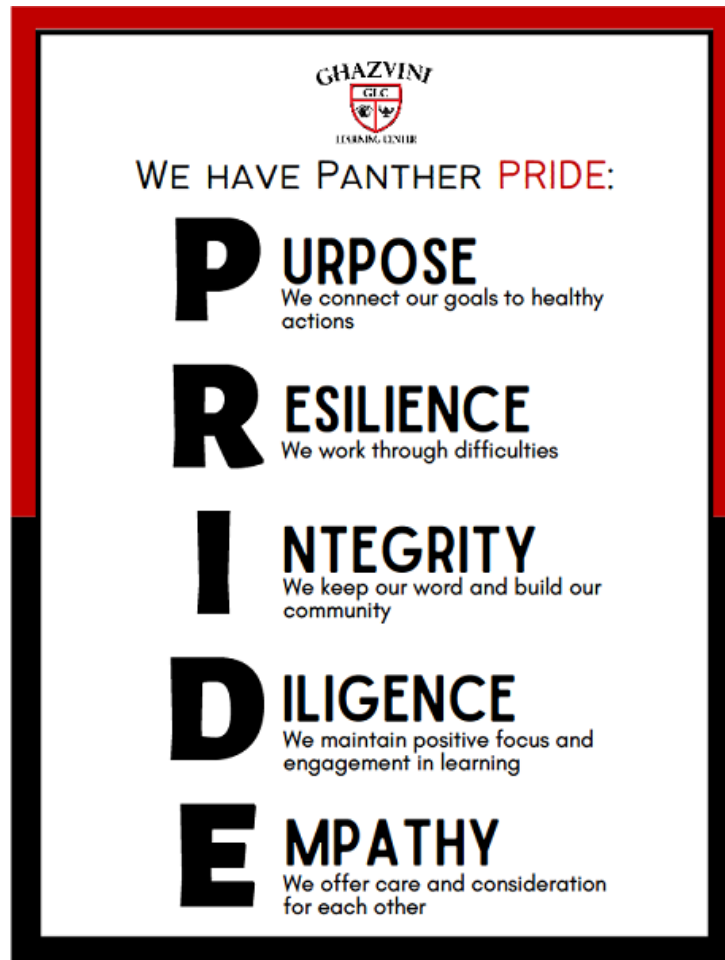
Ghazvini Learning Center: Community Agreement

Purpose

It is the purpose of Ghazvini Learning Center to provide a learning environment where students gain the understanding necessary to succeed in their education.

Strategies

Ghazvini Learning Center has five components of Success:



Restorative Intervention Model – The community approaches harmful interactions with care, empathy, and opportunities to accept accountability that repairs and restores harm

Non-Violent Communication Strategies – Staff and students learn to identify and process feelings and needs without judgement, which impacts learning and relationships

Alternatives to Exclusionary Consequences – Site-based use of interventions that enable participating students to reflect, correct, and repair violations while remaining in the classroom and/or on campus

Maintaining and abiding by our community's Relationship Agreement – Students and staff are responsible for working to maintain healthy relationships with the school, students, and staff.

The Relationship Agreement is delineated into four categories:

1. Everyone Treating School
2. Students Treating Staff
3. Staff Treating Students
4. Students Treating Students

EVERYONE TREATING SCHOOL

- Keep our spaces clean
- Keep private conversations private
- Respect safety procedures
- Respect school property

STUDENTS TREATING STAFF

- Follow procedures
- Communicate, with respect, when there is an issue with following procedures
 - Be accountable
 - Communicate needs
 - Be coachable

STAFF TREATING STUDENTS

- Seek to identify needs
- Seek to build and maintain relationships
- Help to solve problems
- Speak with kindness

STUDENTS TREATING STUDENTS

- Respect personal space
- Keep private things private
- Maintain safety at school
- Seek staff to resolve peer-to-peer conflict

FEELINGS

Feelings tell us whether our needs are being met or not met. This list is neither exhaustive nor definitive. It is to support people's development of feelings literacy.

<u>PEACEFUL</u>	<u>LOVING</u>	<u>GLAD</u>	<u>PLAYFUL</u>	<u>INTERESTED</u>
tranquil	warm	happy	energetic	involved
calm	affectionate	excited	effervescent	inquisitive
content	tender	hopeful	invigorated	intense
engrossed	appreciative	joyful	zestful	enriched
absorbed	friendly	satisfied	refreshed	absorbed
expansive	sensitive	delighted	impish	alert
serene	compassionate	encouraged	alive	aroused
loving	grateful	grateful	lively	astonished
blissful	nurtured	confident	exuberant	concerned
satisfied	amorous	inspired	giddy	curious
relaxed	trusting	touched	adventurous	eager
relieved	open	proud	mischievous	enthusiastic
quiet	thankful	exhilarated	jubilant	fascinated
carefree	radiant	ecstatic	goofy	intrigued
composed	adoring	optimistic	buoyant	surprised
fulfilled	passionate	glorious	electrified	helpful
<u>MAD</u>	<u>SAD</u>	<u>SCARED</u>	<u>TIRED</u>	<u>CONFUSED</u>
impatient	lonely	afraid	exhausted	frustrated
pessimistic	heavy	fearful	fatigued	perplexed
disgruntled	troubled	terrified	inert	hesitant
frustrated	helpless	startled	lethargic	troubled
irritable	gloomy	nervous	indifferent	uncomfortable
edgy	overwhelmed	jittery	weary	withdrawn
grouchy	distant	horrified	overwhelmed	apathetic
agitated	despondent	anxious	fidgety	embarrassed
exasperated	discouraged	worried	helpless	hurt
disgusted	distressed	anguished	heavy	uneasy
irked	dismayed	lonely	sleepy	irritated
cantankerous	disheartened	insecure	disinterested	suspicious
animosity	despairing	sensitive	reluctant	unsteady
bitter	sorrowful	shocked	passive	puzzled
rancorous	unhappy	apprehensive	dull	restless
irate, furious	depressed	dread	bored	boggled
angry	blue	jealous	listless	chagrined
hostile	miserable	desperate	blah	unglued
enraged	dejected	suspicious	mopey	detached
violent	melancholy	frightened	comatose	skeptical

UNIVERSAL HUMAN NEEDS/VALUES

Below is a listing of how I (John) group human needs into 3 meta-categories and 9 subcategories of core needs. The list is meant to be neither exhaustive nor definitive.

WELL BEING

Sustenance/Health
abundance/thriving
exercise
food/nutrition
rest/sleep
sustainability
support/help
survival
wellness

Safety/Security

comfort
confidence
emotional safety
familiarity
order, structure
predictability
protection from harm
relaxation
self-esteem
shelter
stability
trust

Peace/Beauty/Rest

acceptance
appreciation, gratitude
awareness
balance
clarity
ease
equanimity
harmony
presence
recreation
relaxation
simplicity
space
tranquility
wonder

EXPRESSION

Autonomy/Authenticity
choice
congruence
consistency
continuity
dignity
freedom
honesty
independence
initiative
innovation
integrity
power
transparency, openness
wholeness

Creativity/Play

adventure
discovery
fun
humor
inspiration
joy
movement
passion
spontaneity

Meaning/Contribution

aliveness
achievement, productivity
celebration/mourning
challenge
competence
efficacy
effectiveness
feedback
growth
learning, clarity
mystery
participation
purpose, value

CONNECTION

Love/Caring
affection
closeness
companionship
compassion
intimacy
kindness
mattering/importance
nurturing
partnership
presence
sexual connection
touch
warmth

Empathy/Understanding

awareness
clarity
communication
consideration
hearing (hear/be heard)
knowing (know/be known)
presence
respect
seeing (see/be seen)
sensitivity

Community/Belonging

cooperation
equality
fellowship
inclusion
interdependence
harmony
mutuality
reciprocity
solidarity
support
trust

Expectations for Parents and Students

As part of our community, students are expected to follow this agreement. In the case that the agreement is broken, and harm has occurred, students are expected to repair the harm through a restorative conversation and engage in new strategies to prevent harm in the future. Every person on our campus is a valued member and has the universal need for physical and emotional safety. All students receive support and strategies to assist them with upholding this agreement. Students who choose not to use the strategies and continue to harm our community will receive exclusionary consequences.

Amy Alvis

Principal

Academic Agreement- Students are expected to take responsibility for their own learning. While we offer a multitude of supports and structured content, the student must engage with their academic work or risk continuing to lose progress and remain behind. We will identify and work through gaps in comprehension, focus, and content knowledge. Ghazvini Learning Center expects students to progress through academic work. Students who struggle with maintaining engagement will be identified and supports developed to meet their needs. Refusal to engage with academics despite documented supports may result in the loss of eligibility as a student at Ghazvini Learning Center.

Attendance Agreement- Attendance is directly correlated to the success of students throughout their career and attendance must be a priority for learning. Ghazvini Learning Center expects at least an 80% attendance rate to support the recovery and promotion of its students. While students and families who struggle with this expectation and families who communicate barriers to attendance will be supported, failure to meet guidelines or communicate needs may result in the loss of eligibility as a student at Ghazvini Learning Center.

School Policy and Safe Practices Agreement- Students are expected to follow Ghazvini Learning Center's relationship agreement. A willingness to maintain accountability for violations of procedure can be more beneficial for growth and learning at times than behaving perfectly. Ghazvini Learning Center takes a relational teaching approach to addressing violations of policies and procedures. Our policies and procedures are purposeful, and they allow students to address their ideas or concerns. In a given moment, clear and safe instructions are expected to be followed. Willful, and especially repeated, failure to meet this agreement may result in the loss of eligibility as a student at Ghazvini Learning Center.

Acknowledgement

I understand that Ghazvini Learning Center is offering an opportunity to develop skills that I need to succeed in my education. In order to maintain my status as student, I will attend to expectations, abide by agreements, and be consistently prepared to remain accountable for my interactions on campus and in the classroom. I acknowledge that failure to meet agreements for academics, attendance, or school policy and safe practices may result in interventions, supports, and/or termination of eligibility to attend Ghazvini Learning Center. I understand that meeting the expectations listed above are my responsibility and I will seek staff support to maximize my learning opportunities.

Student Signature _____

Date _____

I understand that Ghazvini Learning Center is offering an opportunity to develop skills that my student needs to succeed in their education. I will support my student's career and notify the school of barriers to my student's success (issues that can cause gaps in attendance or academic progress). I acknowledge that my child's failure to meet agreements for academics, attendance, or school policy and safe practices will result in attempts at interventions and supports but may result in termination of eligibility to attend Ghazvini Learning Center. I will support my student in meeting the expectations listed above and I will seek staff support to maximize the learning opportunities of my student.

Parent Signature _____

Date _____