



**Institute for  
Health Professions  
at Cambria Heights**

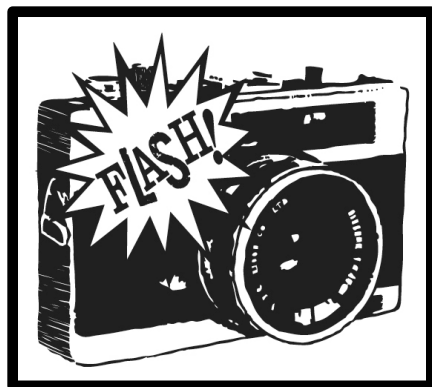


# [Snapshot]

**School:** Institute for Health Professions at Cambria Heights

**Borough:** Queens, NY

**Author:** Crystal Davis, School Counselor, cdavis@ihpch.org



- Grade Levels: 9-12
- District: 29
- Number of Students: 215
- Scanning? Yes
- Number of SSAs in school: 20+
- Number of students or % Title 1: 65%
- Demographics of your school staff & students: 100% minority (black, Latino/Hispanic, South Asian). The staff of 15 consists of twelve women and three men.

# [Testimonial]

**Author:** Crystal Davis, School Counselor



## Ownership

The Institute for Health Professions at Cambria Heights (The Institute) is a Career and Technical Education high school that prepares students for college and careers in medicine. By setting goals, solving problems, and completing challenging projects, students will take college level classes and earn certification in either Emergency Medical Services or Nurse Assisting before attending two and four-year colleges. The Institute is co-located in a building that shares space with 5 other high schools. As a new school, it was imperative that we had a distinct school culture that was unique to our school community.

## School Culture

As a school community, we place emphasis on creating a nurturing and supportive environment for our students. Students take ownership in the school community by creating clubs and organizing activities. Staff members serve as guiding forces when students are making unproductive decisions. We take pride in teaching students to think about how their actions affect the entire community. A great deal of our restorative work is preventative and comes from building a strong school culture and sense of community.

To have a distinct school culture, we established Core Values, Character Principles, and 4 P's that are behavioral norms for our school community.

### **Character Principles:**

**Openness, Resilience, Grit, Conscientiousness, Creativity, Focus, Empathy, and Compassion**

### **Core Values:**

**Leadership, Scholarship, Service**

### **4 P's:**

**Polite, Punctual, Prepared, Proactive**

To establish these as our norms, they are introduced to the students during Advisory in the beginning of the school year. Students explore how the Character Principles, Core Values, and 4 P's are demonstrated in the school community through discussion and role play. During weekly community meetings, awards are given to community members (students and staff) who have demonstrated the school's character principles. Any member of the community can nominate someone and during community meetings can explain to whom they are presenting the award and the specific reason(s) why they have earned the recognition. Students take pride and ownership in recognizing their peers and it is the opportunity for small gestures of kindness to be recognized. Additionally, during the school's Fairness Committee meetings, students who violate any of these community norms are held accountable for their decisions and provided the opportunity to repair the harm that was done.

As a community, we recite our student and community pledge during our weekly community meetings. This serves as a gentle reminder of who we are as individuals and as members of a larger community.

### **Student Pledge**

I promise to be a leader and a scholar for the betterment of my community and myself.

### **Community Pledge: Athenian Oath**

I will always strive for the ideals and sacred things of the city, both alone and with many; I will unceasingly seek to quicken the sense of public duty; We will revere and obey the city's laws; We will transmit the city greater, better, and more beautiful than it was transmitted to us.

**The Character Principles, Core Values, and 4 P's are the framework for which decisions are made and serve as the shared community understanding.**

### **Organizing**

We have several components of the restorative justice puzzle in place at our school.

### **Preventative:**

- **Advisory:** meets two-three times a week and focuses on interpersonal skills, goal-setting, career and college readiness, and personal development.
- **Circles:** at least once a week, advisories facilitate a Circle discussion. It is through these discussions that Advisors have the opportunity to connect with their advisees and students form valuable connections through shared experiences.

- **Community Meetings:** during weekly community meetings, announcements and upcoming events are discussed, students are given the opportunity to voice any concerns and to ask questions, Character Awards and any other special recognition are given. Advisories plan and lead community meetings.
- **Goal for this year:** More parental involvement in the community building component and PBIS school-wide initiatives.

### **Intervention:**

- **Fairness Committee:** Our school's Fairness Committee, composed of 4-6 students per meeting and 1-2 staff members, serves as the governing body when a violation of a school norm takes place. Any community member can bring another community member to the committee to address a violation of a school norm. As a community, a decision is made to correct the harm done.
- **Mediation:** Adult community members are aware of changes in student behavior and conflicts that arise. From the office staff to the principal, all community members try to mediate conflict before it escalates. Conversations with students after class, during lunch or advisory serve as an ongoing and often informal means of intervention.
- **Goal for this year:** Train at least half of the student population as Fairness committee members and have all of them serve in this capacity at least once this school year.

### **Post-Intervention:**

- **Counseling and Follow-up:** Through our online gradebook program we are able to document intervention and/or behavioral concerns. We utilize this tool to hold students accountable and to keep all members of the community informed so that they can be involved in the each student's personal growth and development.
- **Circles:** through advisory circles, some issues are addressed and students regain the sense of community.
- **Community Meetings:** when situations arise that affect the entire community, community meetings serve as the vehicle to discuss concerns.

### **General**

"Planting Seeds" is a key theme to our restorative work. There have been very successful Fairness Committee meetings and a few that seemed less than productive. The key reminder for all members of the community is that change and growth takes time and throughout the process, we are planting seeds.

# [Tools]



**Fairness Committee:** running a successful Fairness committee takes time and needs at least 1-2 dedicated staff members. Attached are a few documents that help keep things organized.

- **Nomination Form-** during Advisory, the purpose of a Fairness Committee was explained and students were asked to nominate 5 students and 2 staff members to whom they felt comfortable talking. These nominations were tallied and the top 30 nominated students were trained as Fairness Committee members.
- **Fairness Committee Request Form-** the procedure to bring a community member to the Fairness Committee is as follows: Request forms are posted on the bulletin board outside the school counselor's office. Completed forms are turned in to the counselor who schedules meetings to take place during Advisory.
- **Fairness committee Members-** this is a simple form that is used to organize the availability of Fairness committee members based on when the committee member has advisory and to monitor how often the members serve
- **Fairness Committee welcome and Training Letter**

**Advisory:** Advisors need as much support as possible to have a successful program. Our goal this year is for the Advisors to develop the curriculum given the necessary support.

- **9<sup>th</sup> Grade Advisory Curriculum Map**
- **Advisory Discussion Days Prompts:** Advisory conversation starters

**Fairness Committee Welcome and Training Letter**

Dear \_\_\_\_\_:

Congratulations, you have been nominated to serve on the school's Fairness Committee. The Fairness Committee is considered a safe and supportive mechanism by which community norm violations can be addressed. A Fairness Committee session is called to order when one member of the community believes that another has violated one of the school's character principles, core values, or 4 Ps.

As a committee member, you serve as a representative of the school community and are involved in the process of listening to all parties involved, asking questions, and helping to uncover all the various truths of the situation. Through dialogue and by consensus, consequences for the violation of school community norms are determined. As a committee member, it is essential that you follow honor confidentiality and openness to process.

Details of the Mandatory Fairness Committee Training are as follows:

Date: \_\_\_\_\_

Time: \_\_\_\_\_

Location: \_\_\_\_\_

Trainer: \_\_\_\_\_

Feel free to contact Mrs. Davis at (718) 723-7301 ext. 3396 if you have any questions or concerns.

Warm Regards,

Crystal Davis  
School Counselor

I give my child, \_\_\_\_\_, permission to serve on IHPCH's Fairness Committee.

\_\_\_\_\_  
PARENT SIGNATURE

\_\_\_\_\_  
DATE

**Fairness Committee Nomination Form**

**Character Principles:** Openness, Resilience, Grit, Conscientiousness, Creativity, Focus, Empathy, and Compassion

**Core Values:** Leadership, Scholarship, Service

**4 P's:** Polite, Punctual, Prepared, Proactive

**FAIRNESS COMMITTEE Nomination Form**

Today's Date: \_\_\_\_\_

Please nominate individuals for the Fairness Committee.

Staff: \_\_\_\_\_

\_\_\_\_\_

Students: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Please place the completed nomination form in \_\_\_\_\_ by

\_\_\_\_\_.



**Fairness Committee Request Form**

**Character Principles:** Openness, Resilience, Grit, Conscientiousness, Creativity, Focus, Empathy, and Compassion

**Core Values:** Leadership, Scholarship, Service

**4 P's:** Polite, Punctual, Prepared, Proactive

**FAIRNESS COMMITTEE REQUEST FORM**

Today's Date: \_\_\_\_\_

Harmed (Your Full Name and Class): \_\_\_\_\_

Harmer: \_\_\_\_\_

What happened? Please include date and location.

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Who was affected by this? What character principle, core value, or Four P was violated?

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### 9th Grade Advisory Curriculum Map

	<b>First Marking Period</b>	<b>Second Marking Period</b>	<b>Third Marking Period</b>	<b>Fourth Marking Period</b>	<b>Fifth Marking Period</b>	<b>Sixth Marking Period</b>
<b>Unit Title(s)</b>	Expectations and Bonding	Conscientiousness, Focus, and Grit	Creativity	Resilience	Openness, Compassion, and Empathy	Scholarship, Service, Leadership
<b>Essential Questions</b>	How should the school's core values and character principles guide members of the school community? What is the purpose of advisory? What are the NY State Graduation Requirements and academic expectations?	How can you create the change that you wish to see in your community? What are your long-term and short-term goals and what is your plan to reach those goals?	What creative ways can you express your advisory identity to the school community	What are the important factors to consider when making a decision? What are good sources of information for the various challenges that teenagers face?	What does it mean to put yourself in someone else's shoes? How empathetic are you? How can you better show empathy toward others?	What careers are you interested in? What skills would you need for this job? How do your interests and personality connect to this career?
<b>Standards</b>	<u>Speaking and Listening:</u> 1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas	<u>Speaking and Listening:</u> 1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and	<u>Speaking and Listening:</u> 1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and	<u>Speaking and Listening:</u> 1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and	<u>Speaking and Listening:</u> 1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others'	<u>Speaking and Listening:</u> 1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and

	<p>and expressing their own clearly and persuasively.</p> <p>4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>5. Make strategic use of digital media in presentation to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p><u>Writing</u> 2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately</p>	<p>expressing their own clearly and persuasively.</p> <p>4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>5. Make strategic use of digital media in presentation to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p><u>Writing</u> 2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the</p>	<p>expressing their own clearly and persuasively.</p> <p>4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>5. Make strategic use of digital media in presentation to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p><u>Writing</u> 2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the</p>	<p>expressing their own clearly and persuasively.</p> <p>4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>5. Make strategic use of digital media in presentation to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p><u>Writing</u> 2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the</p>	<p>ideas and expressing their own clearly and persuasively.</p> <p>4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>5. Make strategic use of digital media in presentation to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p><u>Writing</u> 2. Write informative/explanatory texts to examine and convey complex ideas, concepts,</p>	<p>expressing their own clearly and persuasively.</p> <p>4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>5. Make strategic use of digital media in presentation to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p><u>Writing</u> 2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the</p>
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	through the effective selection, organization, and analysis of content.	effective selection, organization, and analysis of content.	effective selection, organization, and analysis of content.	effective selection, organization, and analysis of content.	and information clearly and accurately through the effective selection, organization, and analysis of content.	effective selection, organization, and analysis of content.
<b>Performance Tasks</b>	Write a letter to yourself describing your expectations for the year, what you hope to gain from the advisory and your feelings as you begin high school.	Identify your short-term and long-term goals. Create a detailed action plan to reach your goals.  Create and implement a community service project.	Create an agenda and lead a community meeting. Design an advisory banner and other identifying paraphernalia.	Create a public service video demonstrating the decision making process for a common issue faced by teenagers.	Using words that reflect feelings and needs, students will tell or perform various scenarios while the audience identifies the persons' feelings and needs by holding up cards. Students will discuss the process of identifying these needs and feelings.	Explore online resources to identify at least 5 colleges and 5 careers that interest you. Explain what the schools offer and the admission requirements. Research each of the careers and identify the education/training requirements. Students will create accounts with <a href="http://careerzone.ny.gov">careerzone.ny.gov</a> and <a href="http://collegeboard.com">collegeboard.com</a> to begin their explorations.
<b>Other Assessments</b>	Discussion Days: Book of Questions Stained Glass Window/Class Quilt Chains of Talent Unit Feedback Survey	Create a vision board of your goals My Last Report Card Activity Learning Style Inventory Study habit chart and Pie of Life	Door Decorating Contest Multicultural Day/Fashion Show Mural Public Service Announcements Unit Feedback	Overcoming Obstacles Life Skills Program: Module 2 Decision Making Skills Scenarios USA videos (discussion and journal writing)	Teaching Tolerance: Developing Empathy Activity <a href="http://tolerance.org">tolerance.org</a> Grok Cards (feelings and needs vocabulary)	Career Interest Inventory Career Fair College Fair College Visit College Planning Handbook activity Develop a Resume

	Interim Assessment	Career Dreams Activity Community Service Project Unit Feedback Survey Interim Assessment	Survey Interim Assessment	Unit Feedback Survey Interim Assessment	More than a Thank You Activity Honesty with Heart Activity from communicateforlife.com Book Club: The Five People you Meet in Heaven by Mitch Albom Unit Feedback Survey Interim Assessment	End of the year Time Capsule Unit Feedback Survey Interim Assessment
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## Advisory Discussion Prompts

### Interesting Discussion Questions from The Book of Questions, Gregory Stock, PH.D

- Whom do you admire most? In what way does that person inspire you?
- If you could wake up tomorrow having gained any one ability or quality, what would it be?
- Are there people you envy enough to want to trade lives with them? Who are they?
- What is your most treasured memory?
- Have you ever hated anyone? If so, why and for how long?
- If you knew there would be a nuclear war in one week, what would you do?
- Would you accept twenty years of extraordinary happiness and fulfillment if it meant you would die at the end of the period?
- If you went to a dinner party and were offered a dish you had never tried, would you want to taste it even if it sounded strange and not very appealing?
- If the person you were engaged to marry had an accident and became a paraplegic, would you go through with the marriage or back out of it?
- Your house, containing everything you own catches fire; after saving your loved ones and pets, you have time to safely make a final dash to save any one item. What would it be?
- When did you last sing to yourself? To someone else?
- You have the power to go any distance into the future and after one year, return to the present with any knowledge you have gained from your experience but with no physical objects. Would you make the journey if it carried a 50% risk of death?
- For what in your life do you feel most grateful?
- How do you react when people sing “Happy Birthday to you in a restaurant?
- If you walked out of your house one morning and saw a bird with a broken wing huddled in some nearby bushes, what would you do?
- When you tell a story, do you often exaggerate or embellish it? If so, why?
- Do you feel that advice from older people carries a special weight because of their greater experience?
- Would you be willing to have horrible nightmares every night for a year if you would be rewarded with extraordinary wealth?
- If you could have free, unlimited service for five years from an extremely good cook, chauffeur, housekeeper, masseuse, or personal secretary, which would you choose?
- For \$20,000 would you go for three months without washing, brushing your teeth, or using deodorant? Assume you could not explain your reasons to anyone.
- Is it easy for you to accept help when you need it? Will you ask for help?
- Would you like to be famous? In what way?
- What are your most compulsive habits? Do you regularly struggle to break these habits?
- Would you like to have your rate of physical aging slowed by a factor of thirty so as to give you a life expectancy of about 2000 years?
- If you were at a friend’s house for Thanksgiving dinner and you found a dead cockroach in your salad, what would you do?
- Do you frequently find yourself-just to be polite-saying things you don’t mean? For example, when you say good-bye to someone who does not interest you, do you act as though you enjoyed their company?
- Running too quickly on an icy sidewalk in front of a neighbor’s house, you slip and break

## **Advisory Discussion Prompts**

### **Interesting Discussion Questions from The Book of Questions, Gregory Stock, PH.D**

your leg. Would you be likely to sue the owner of the house if you were confident you could win the suit because of his negligence in shoveling the snow?

- If you were guaranteed honest responses to any three questions, who would you question and what would you ask?

### **Moral Dilemmas**

- While parking late at night, you slightly scrape the side of a Porsche. You are certain no one else is aware of what happened. The damage is minor and would not be covered by insurance. Would you leave a note?
- Would you add one year to your life if it meant taking one year from the life of someone in the world selected at random? Would it matter if you were told whose life you had shortened?
- You, your closest friend, and your father are on vacation together, hiking in a remote jungle. Your two companions stumble into a nest of poisonous vipers and are bitten repeatedly. You know neither will live without an immediate shot of anti-venom, yet there is only a single dose of anti-venom and it is in your pocket. What would you do?
- On a busy street you are approached apologetically by a well-dressed stranger who asks for a dollar to catch a bus and make a phone call. He says he has lost his wallet. What would you do? If approached in the same way by a haggard-looking stranger claiming to be hungry and unable to find a job, what would you do?
- If you were having difficulty on an important test and could safely cheat by looking at someone else's paper, would you do so?