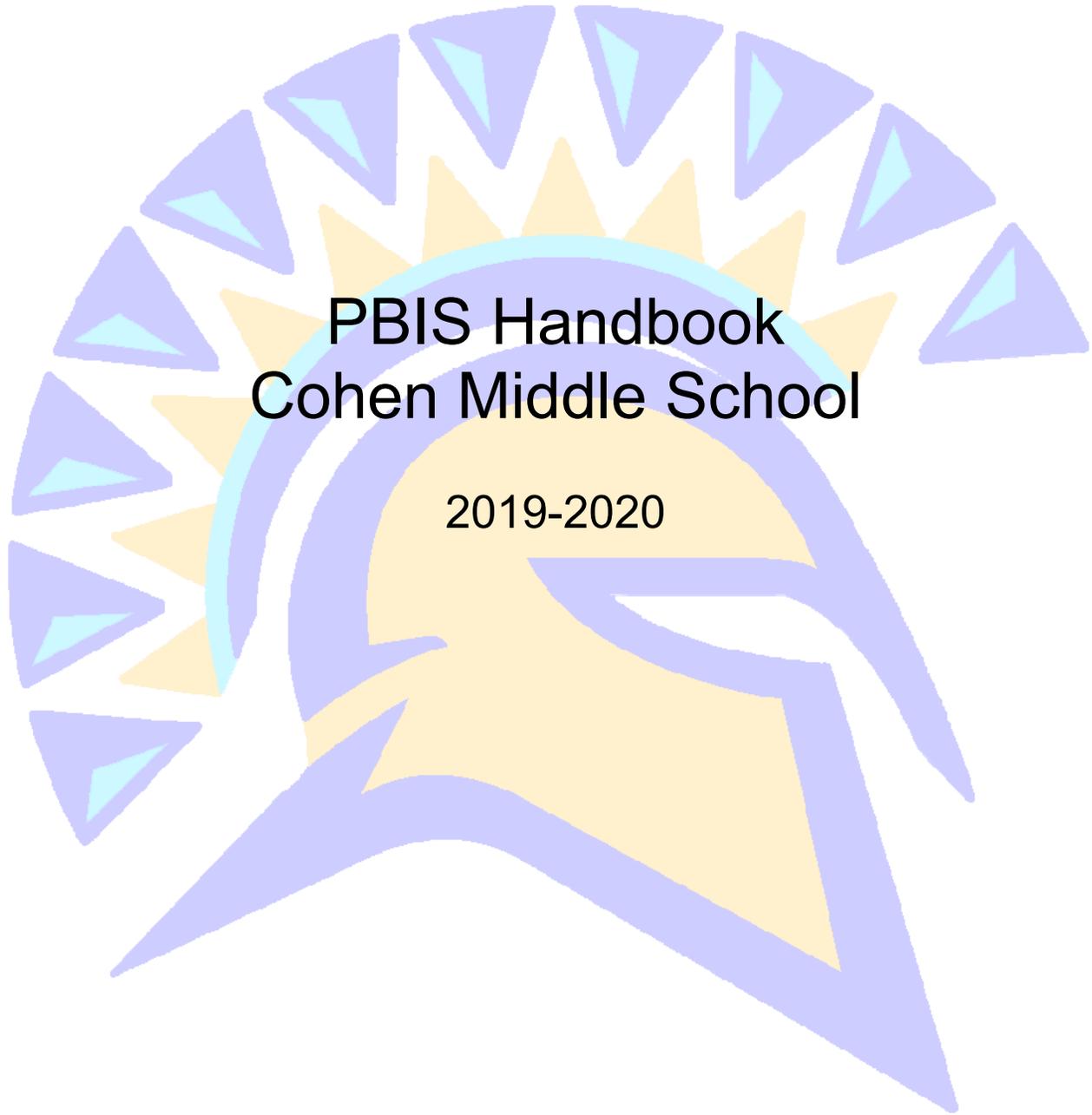


“The Spartan Way”



**PBIS Handbook
Cohen Middle School**

2019-2020

Respect Responsibility Trustworthiness Citizenship

CMS Spartans	Respect We are considerate of others' feelings, rights, and qualities.	Responsibility We are resilient, driven and accountable for our own actions.	Citizenship We are positive contributors to our home and school communities.	Trustworthiness We are honest, dependable and have compassion for self and others.
Arrival and Dismissal Expectations	-Use an indoor voice and appropriate language -Follow all adult directions	-Go directly to your assigned location -Leave promptly at dismissal	-Remove hats & hoods inside the building -Turn off devices when entering the building	-Keep hands, feet and other objects to yourself
Hallway Expectations	-Use an indoor voice and appropriate language -Walk and stay to the right	-Carry signed agenda -Sign in and out of the classroom	-Keep hallways clean -See something, say something	-Be where you're supposed to be -Keep your locker organized
Bathroom & Locker Room Expectations	-Use an indoor voice and appropriate language -Maintain personal space	-Carry signed agenda -Wash your hands	-Keep the area neat -See something, say something	-Use your time wisely
Classroom Expectations	-Allow others to teach and learn -Follow adult directives	-Arrive prepared on time -Complete and turn in assigned work -Ask adult for support when struggling	-Do your own work - Own your mistakes -Get permission to borrow; use materials correctly	-Keep hands, feet and other objects to yourself - Be helpful
Cafeteria Expectations	-Keep interactions positive and appropriate -Use an indoor voice -Be patient in line	-Dispose of trash efficiently -Remain seated at your table -Clean up your mess	-Be inclusive of others -See something, say something	-Keep hands, feet and other objects to yourself -Keep food in cafeteria
Office Expectations	-Sit quietly while waiting to speak to an adult -Be considerate & follow adult directives	-Fill out appropriate paperwork if asked -Be accountable for your actions	-Accept consequences -Remain calm -Use appropriate language	-Be honest when talking to adults -Be a positive role model for others
Virtual Classroom Expectations	-Treat devices with care -Use school appropriate language	-Keep your personal information private -Refrain from having food or drink near devices	-Keep computer settings the same -Follow the "Digital Citizenship" pledge	-Follow the "Acceptable Use" policy -Use time wisely
Emergency and Drill Expectations	-Remain quiet and listen to instructions -Keep hands, feet and objects to yourself	-Follow procedures quickly and quietly -Remain calm	-Be considerate of others -Leave classroom in an orderly fashion	-Remain with the responsible adult -Be a positive role model
Community Events Expectations	-Listen to adults and presenters -Use appropriate language	-Turn in permission slips on time -Keep track of your personal items	-Enter and exit in an orderly fashion -Be considerate of others	-Follow adult directives -Stay with your class or group
Transportation Expectations	-Use an indoor voice and appropriate language -Follow adult directives	-Follow safety rules -Enter and exit in an orderly fashion	-Be considerate of others -See something, say something	-Keep hands, feet and other objects to yourself

Teaching School-Wide Behavioral Expectations

Cohen Middle School uses a framework for maximizing the selection and use of evidence-based prevention and intervention practices along a multi-tiered continuum that supports the academic, social, emotional, and behavioral competence of all students.

Features of School-Wide Positive Behavior Interventions Support

- ❑ Establish consistent positive learning and teaching environments.
- ❑ Encourage adults and peers to serve as positive models.
- ❑ Teach and model behavioral expectations.
- ❑ Create systems for providing regular positive feedback.
- ❑ Acknowledge students when they are doing the right thing.
- ❑ Foster social/emotional development.
- ❑ Develop environments that support academic success.
- ❑ Develop positive and cooperative relationships with students.

School-Wide Behavioral Expectations

Our PBIS framework provides specific goals, behavioral expectations, teacher and staff responsibilities, strategies for acknowledgement, procedures for handling infractions of behavioral expectations, and specific routines to be followed.

Cohen Middle School PBIS Goal:

Students at Cohen Middle School will demonstrate the Spartan Way by showing respect, responsibility, trustworthiness, and citizenship.

Cohen Middle School Mission:

In collaboration with the Heights community, Cohen Middle School fosters a challenging learning environment that promotes the development of responsible, respectful, and trustworthy citizens.

Cohen Middle School Vision:

Cohen Middle School students will strive to become independent learners who achieve their academic, physical, creative, and social potential in a diverse and changing society.

A Continuum of Support to Encourage Appropriate Behaviors

Continuum of Strategies to Encourage Appropriate Behavior

Practice: Behavior Specific Praise Statements (BSPS) Ratio 4:1

Research:

The research supports the use of behavior specific praise statements to:

- teach new behaviors and support maintenance of acquired behaviors (Mesa, Lewis-Palmer, & Reinke, 2005)
- to increase on-task behavior (Fullerton, Conroy, & Correa, 2009)
- to decrease problem behavior (Hawkins, & Heflin, 2010; Lampi, Fenty, & Beaunae, 2005; Lane, Kalberg, Bruhn, Mahoney, & Driscoll, 2008; Mesa, Lewis-Palmer, & Reinke, 2005; Stormont, Covington Smith, & Lewis, 2007; Sutherland, Wehby, & Copeland, 2000)
- provide increased opportunities for building positive relationships with students
- provide support to students with the most challenging behavior, needing targeted and/or intensive supports, through more frequent behavior specific praise statements delivered contingently for appropriate behavior coupled with less frequent reprimands for inappropriate behavior. Students with the most challenging behavior typically do not receive access to even the average rates of praise that students without challenging behavior receive (Lewis, Hudson, Richter, & Johnson, 2004)

What is it?

A behavior specific praise statement is verbal/written feedback that is *descriptive*, *specific*, and delivered *contingent* upon student demonstration of expected behavior (Gable, Hester, Rock, & Hughes, 2009; Hawkins & Heflin, 2010)

Effective Praise

- "Excellent job listening and following directions the first time."
- "Your eyes are on me and your mouth is quiet. Thank you for being ready to learn."
- "Way to go! You asked for help and followed the steps to complete your math work before the end of class!"
- "Thank you for being on time this morning, that's very responsible."

Less Effective

- "Good job!"
- "Excellent!"
- "Well done!"

(Gable, Hester, Rock, & Hughes, 2009)

Practice

- Develop classroom rules aligned with school-wide expectations
- Post and teach classroom rules
- Use 2-3 words from the defined classroom rules to formulate BSPS.
- Deliver BSPS immediately after students demonstrate expected behavior.
- Use prompts to remind you to use BSPS (e.g. notes to self, tally marks, paper clips from one pocket to another, write BSPS on sticky notes to distribute during instruction. (Conroy & Correa, 2009; Sprick, Knight, Reinke, McKale, 2006)
- Note: Praise alone may not be powerful enough to change the behavior of some students and more concrete or tangible reinforcers may need to be paired with praise.
- Note: Deliver in close proximity in a way acceptable to the student (Gable, Hester, Rock, & Hughes, 2009)

Observation and Feedback

Instructions:

Conduct a 10-20 minute observation to calculate the frequency and ratio of positive feedback statements (BSPS) to negative feedback statements. Complete a frequency count to record the number of times within the 10-20 minutes that the identified strategy is observed. This can be used as a self-assessment (e.g., recording), a tool for a peer observation, walkthrough, etc. Consider graphing progress.

<i>Date:</i>			
<i>Strategy: Positive Feedback Ratio 4:1</i>	<i>Frequency</i>	<i>Comments</i>	
<i>Specific, positive feedback (BSPS)</i>			
<i>Negative feedback</i>			
Ratio of specific, positive feedback to negative feedback Positive : Negative Ratio =			

Measurable Goal:

Acknowledgement System

Steps to acknowledge students:

1. Student demonstrates Spartan Way
2. Staff acknowledges positive behavior
3. Staff gives electronic bar and description in Power App

Spartan Bars:

- Earned by demonstrating character traits of the Spartan Way

Agora Store:

- Purchase available items with iron bars on PBIS App
- Contribute to school wide Spartan events

Marking Period Assemblies:

- Spartan trait will be recognized
 - Respect - MP1
 - Responsibility - MP2
 - Trustworthiness - MP3
 - Citizenship - MP4

Recognition for Positive Behaviors and Academic Success

Free and Frequent:

- Spartan Bars*
- Verbal praise
- The Agora*

Random:

- Spartan Pass*
- Spartan Shout*
- Prize drawings

School-Community Celebrations:

- Civic Honor Roll
- Attendance awards*
- Honor Roll
- FOR (Free of Referrals)*
- Spartan Way awards*
- High Honor Roll
- Spartan Club*

Long Term/School-Wide:

- ❑ National Junior Honor Society
- ❑ Yearly FOR (Free of Referrals) prize drawing*
- ❑ Super Spartan Award*
- ❑ Spartan Growth Award *
- ❑ Yearly Attendance Awards*

* See Appendix for further clarification of recognition systems

Standard Operating Procedures

1) Parent Contacts

- a. Postcards- For each of The Spartan Way traits, all staff will send home postcards throughout the year. Postcards will be placed in teacher mailboxes at the beginning of the year and reminders will be sent out quarterly with Spartan Way. Additional postcards will be located in the conference room, copy room and faculty room.
- b. Calls home- Initial contacts with parents will be made by grade level teachers within the month of September to establish a home/school connection.
- c. For all academic and behavioral problems, a phone call or personal meeting is required with the parent. For informational purposes, email or note home is appropriate.

2) Greeting Students at the Door and Visibility of Teachers in Hallway

- a. ALL teachers will be present in the hallways between each period.
- b. Teachers will greet students at the door.

3) Dismissal

- a. All students will remain in the room until they are dismissed.
- b. Walkers/pick-ups don't go to their lockers until they are dismissed via announcement.
- c. Students in the office for disciplinary reasons are to be dismissed by office staff.
- d. Athletes will be dismissed with walkers/pick-ups unless prior arrangement is made by the athletic director.

4) Absence Procedures

- a. Students are allowed one extra day for each day missed to make up any assignments assigned on the absent day or tests given on that day.
- b. Each teacher will have past assignments available for students.

5) Support Time/Study Hall Expectations

- a. Students will do independent work in a quiet environment.

6) Attendance Procedure

- a. Teachers should take attendance within the first five minutes of class.
- b. Students are not permitted to view or access teachers School Tool accounts.

Student Behavior Management Process

Problem Behavior Observed

Use Teacher Management Strategies

Is behavior teacher or office managed?

Minor Problem Behaviors

Major Problem Behaviors

Complete Minor Incident Report

Write Conduct Referral

Has one teacher given the student 3 MIRs or has the student received 3 MIR's for the same character trait? Has a parent phone conversation or meeting occurred?

NO
Continue PBIS Intervention strategies

YES
Write Conduct Referral

Minor Problem Behaviors

- Non-aggressive inappropriate language
- Preparedness
- Disruption/excessive talking
- Teasing and put-downs
- Non-aggressive physical contact with another student
- Insubordination and non-compliance
- Disrespect- tone, attitude
- Dishonesty/Lying
- Touching, PDA, horseplay
- Dress code violation
- Property misuse
- Technology violations- non serious but inappropriate
- Unexcused tardy to class
- Other

Major Problem Behaviors

- Fighting
- Arson
- Bomb threat, false alarm
- Use, possession and sale of alcohol
- Use, possession and sale of prescription or non-prescription drugs
- Use, possession and sale of tobacco
- Use, possession and sale of weapons
- Indecent exposure
- Theft/forgery
- Abusive language
- Property damage/vandalism
- Harassment/bullying
- Cheating/False reporting
- Major dishonesty/Plagiarism
- Technology violations-serious
- Aggressive physical contact with another student
- Inappropriate physical contact with an adult
- Threatening actions
- Inappropriate location/ Out of bounds area
- Unmanageable escalation of minor problem behaviors
- Other
- VADIR Offenses

Administrator/Dean determines consequence

Administrator/Dean follows through on consequence and records in School Tool.

Definitions of Minor and Major Problem Behaviors

Minor Problem Behaviors	Definition
Non-Aggressive/ Inappropriate Language	Student engages in low-intensity instance of inappropriate language.
Preparedness	Student does not come to class with materials needed to participate in class.
Disruption/Excessive Talking	Student engages in low-intensity, but inappropriate disruption.
Teasing and Putdowns	Student's communication is inappropriate through teasing, name-calling or through putdowns, but is not serious in nature and does not continue over time.
Non-Aggressive Physical Contact with Another Student.	Student engages in non-serious, but inappropriate physical contact.
Insubordination and Non-Compliance	Student engages in brief or low-intensity failure to follow directions or talks back.
Disrespect-Tone, Attitude	Student delivers low-intensity, socially rude or dismissive messages to adults or students.
Dishonesty/Lying	Student delivers message that is untrue and/or deliberately violates rules.
Touching, PDA, Horseplay	Student engages in student-to-student or student to teacher interaction in a non-threatening, not intentional harming manner.
Dress Code Violation	Student wears clothing that is near, but not within, the dress code guidelines defined by the school/district.
Property Misuse	Student engages in low-intensity misuse of property.
Technology Violation – Non-Serious but Inappropriate	Student engages in non-serious but inappropriate (as defined by school) use of cell phone, pager, music/video players, camera, and/or computer
Unexcused Tardy to Class	Student arrives at class after the bell (or signal that class has started).
Other	Student engages in any other minor problem behaviors that do not fall within the above categories.

Major Problem Behaviors	Definition
Abusive Language	Student delivers verbal messages that include swearing, name calling, or use of words in an appropriate way.
Arson	Student plans and/or participates in malicious burning of property.
Bomb Threat/ False Alarm	Student delivers a message of possible explosive materials being on-campus, near campus, and/or pending explosion.
Unmanageable Escalation of Minor Problem Behaviors	Student engages in teacher-managed behaviors repeatedly and over time to such an extent that teacher management strategies has not resulted in a change of behavior. Three MIRs have been completed on the same behavior by multiple teachers or on three different behaviors by one teacher.
Fighting	Student is involved in mutual participation in an incident involving physical violence.
Forgery/ Theft	Student is in possession of, having passed on, or being responsible for removing someone else's property; or the student has signed a person's name without that person's permission.
Harassment/Bullying	The delivery of disrespectful messages in any format related to gender, ethnicity, sex, race, religion, disability, physical features, or other protected class (<i>such as gender, age, and/or national origin</i>)/The delivery of direct or technology-based messages that involve intimidation, teasing, taunting, threats, or name calling.
Indecent Exposure	Student publicly exposes body/parts of body in an excessive and unacceptable manner.
Inappropriate Location/ Out of Bounds Area	Student is in an area that is outside of school boundaries (as defined by school).
Threatening Actions	Student threatens physical harm to another student or staff member.
Property Damage/ Vandalism	Student participates in an activity that results in destruction or disfigurement of property.
Technology Violation – Serious	Student engages in inappropriate use of technology device such as illustrations of violence, pornography, obscene content, racism and sexist material.
Use, Possession, or Sale of Alcohol	Student is in possession of or is using alcohol.
Plagiarism/Cheating	Student claims someone else's work as their own/Student deliberately violates rules.
Use, Possession, or Sale of Drugs	Student is in possession of or is using illegal drugs/substances or imitations.
Use, Possession, or Sale of Tobacco	Student is in possession of or is using tobacco.
Use, Possession, or Sale of Weapons	Student is in possession of knives, guns (real or look alike), or other objects readily capable of causing bodily harm.
Inappropriate Physical Contact with an Adult	Student initiates purposeful and inappropriate physical contact with an adult.
Other	Student engages in problem behavior not listed.
Major Dishonesty/False Reporting	Student deliberately and knowingly gives false information to an adult.
Aggressive Physical Contact with Another Student	Student engages in actions involving serious physical contact where injury may occur (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.)

Continuum of Strategies to Respond to Inappropriate Behaviors

Continuum of Strategies to Respond to Inappropriate Behavior

Practice: Follow the continuum of strategies consistently to correct and reteach inappropriate behavior. School wide procedures are followed consistently for classroom managed and office managed inappropriate behaviors

Research:

- Teachers should focus on increasing positive behavior and interactions by **consistently enforcing expectations** (Shores, Gunter & Jack, 1993).
- When teachers are inconsistent in their enforcement of expectations, students become uncertain about what those expectations are and that the expectations apply to them (Evertson, Emmer, & Worsham, 2003).
- The way you speak with a child can affect how the child responds. It's easier to avoid power struggles and get compliance from a child if you **give directions in a clear, direct, and specific fashion**, using as few words as possible, and provide a reasonable amount of time to comply (ie. wait time). You may encourage power struggles and disrespectful behavior when the feedback is vague, **sarcastic**, or overly wordy. (Newcomer, 2008).

What is it?

- Responses to incorrect behavior that are:
 - Calm
 - Consistent
 - Brief
 - Immediate
 - Respectful

Practice

- Self-assess your ratio of positive to negative interactions. 4:1 minimum
- Assess whether student misbehavior is a deficit of awareness or skill
- Refer to your posted and taught classroom rules for explicit behavioral expectations
- Notice and proactively address school-based and other triggers
- Consistently follow discipline procedures for classroom managed vs. office managed
- Build upon your classroom climate enhancers (Newcomer, 2009)

Continuum of Response	Words/Actions an adult can use 1. Calm 2. Consistent 3. Brief 4. Immediate 5. Respectful
Redirect	Restate the desired behavior
Reteach	State and demonstrate the desired behavior. Have the student demonstrate. Provide immediate feedback.
Contingent Instructions	Specific directions that prompt or alert the student to stop the undesired behavior and to engage in the desired behavior.
Provide Choice	Give choice to accomplish task in another location, about the order of task completion, using alternate supplies to complete the task or for a different type of activity that accomplishes the same instructional objective.
Conference	Describe the problem. Describe the alternative behavior. Tell why the alternative is better. Practice. Provide feedback. Use the Life Space Interview process.

Teacher Self-Assessment and Observation Tool (Newcomer, 2009)

<i>Strategy: Positive Feedback Ratio</i>	<i>Frequency</i>	<i>Comments</i>
<i>Specific, positive feedback (BSPS)</i>		
<i>Negative feedback</i>		



Ratio of specific, positive feedback to negative feedback (4:1 minimum)
 Positive : Negative Ratio =
 Measurable Goal:

Handling Infractions of Behavioral Expectations

Cohen Middle School will maintain a systematic approach for handling infractions of behavioral expectations. ****In an attempt to keep students learning, please call the office for someone to provide in-classroom support prior to removing a student.** Outlined below is the system along with the instructions for handling such behaviors:

Minor Problem Behaviors:

RESPECT

- Non-aggressive/inappropriate language
- Disruption/excessive talking
- Non-aggressive physical contact
- Insubordination and non-compliance
- Disrespect- tone, attitude

RESPONSIBILITY

- Touching, PDA, horseplay
- Dress code violation
- Preparedness
- Unexcused tardy to class

CITIZENSHIP

- Property misuse
- Teasing and put-downs

TRUSTWORTHINESS

- Technology violations- non serious, inappropriate
- Lying/Dishonesty

OTHER

- Other- Need to specify what Spartan Way the behavior demonstrates

When completing a minor incident report, you will choose the minor problem behavior **and** the Spartan Way character trait the behavior violates. Office support is available upon the request of a staff member to assist throughout the MIR process. After the third minor incident report of the same Spartan Way character trait or after the third minor incident report by the same teacher, generate a conduct referral.

Exemplar Minor Incident Report:

Start Date: 8/3/19

End Date: 8/10/19

School Year: 2019-2020

Incident Type: Respect, Responsibility, Trustworthiness, Citizenship (select as appropriate)

Type of Minor Problem Behavior: Select from Drop-Down (see list of Minor Problem Behaviors on page 12)

Explain the Observed Behavior: Anna Fender refused to complete assigned classwork after two redirections.

Location of Behavior: Classroom

Teacher Name: Mr. Schmuck

PBIS Intervention Utilized: Select from Drop-Down (one must be selected)

Description of Intervention: I learned from communicating with my teammates that they shared the same concerns with Anna's behavior in their classes. Therefore, Anna was invited to come to the team meeting to participate in a Life Space Interview. Through the LSI we learned that Anna had broken her glasses several months ago and her family could not afford to replace them. Anna has been struggling to read assigned work and has been embarrassed to communicate this to anyone at school. The team decided to enlarge all written text and moved her to the front of all classrooms until she is able to replace her glasses. Anna has agreed to use a signal (move assignment material to the front, right corner of her desk is she is having difficulty). This signal will let us know that she needs assistance without revealing this to the class. The team will monitor her progress for one week and record the results of the intervention on 8/10/18.

Result of Intervention: Prior to this intervention Anna was refusing to complete classwork two to four times a day. Since the intervention started (within the last week) Anna utilized the signal in every class with the exception of science class. The science teacher has reported that Anna has failed to complete classwork on two occasions. The team will continue to utilize the signal and the science teacher will meet with Anna and office staff to further problem solve her difficulties in science.

For minor problem behaviors, follow the process below:

Minor Incident Reports- Teacher completes an intervention with the student. We recommend the implementation of an intervention that reinforces the positive behavior you want and builds your relationship with the student. Documentation added in school tool by the teacher is required.

Teachers may choose from the following interventions:

- Parent phone call home
- Eat lunch with student
- Complete a Life Space Interview
- Take 10-15 minutes for a one to one discussion with student to learn more about the student and find commonalities
- Assist student in completion of class assignment
- Take a walk with the student
- Create a contract with the student that outlines “My Job/ Your Job” expectations
- Give student a “special signal” that they can use to identify when they are in need of your attention or support prior to demonstration of an inappropriate behavior
- Agree to TWO MINUTES A DAY program with student- spend at least two minutes a day with student for 21 days discussing anything BUT class work, grades, and behaviors.
- Look for a WIN/WIN situation with student
- Other- describe in detail the intervention completed with the student

****At least one parent phone call must be made home as an intervention by the teacher during the MIR intervention process. Details of the parent communication must be documented in the MIR in school tool. If a parent cannot be reached, three attempts to reach the parent for a phone conversation must be documented in school tool. The rationale for a parent phone conversation is that the parent has the opportunity to discuss the problem behavior with the teacher.**

After the third MIR by the same teacher or after a third MIR of the same Spartan Way character trait, generate a conduct referral, not an MIR.

Conduct Referrals– A conduct referral is generated by staff when a student has a major problem behavior or when three documented MIR interventions have not successfully deterred the problem behavior. The teacher is responsible for completing a conduct referral in School Tool. Office personnel will contact the parent contact about the incident. As a result of a conduct referral, the options may include;

1. Student Guided FBA (ISLA- Instructional Suspension Learning Alternative)
 - a. What was the situation and what happened?
 - b. Why did you do what you did? What did you want to accomplish?
 - c. How did it make you feel?
 - d. How do you think it made others (specify) feel?
 - e. What would've been a better response?
 - f. What do you need to do to fix/repair the current situation?
 - g. What can you do next time this situation happens?
 - h. What help do you need from us?
2. Reconnection Card – The following format will be used: Dear..... I am sorry for In the office, I learned... Therefore, I will work on... Here is how I'm going to try and prevent the problem from happening again: In order for me to be successful, here is the support I need from you: I appreciate the opportunity to correct my behavior and return to class. Thank you, ...
3. Schools – A student may be assigned to an instructional school designed to reteach expected behaviors aligned with the Spartan Way. The schools are conducted by the Dean of Students and will consist of a lesson and written component to reinforce what was learned during the lesson. The schools will take place during lunch detentions or after school detention.
4. Check-In/ Check-Out (CICO)
5. PBIS Intervention
6. Restitution assigned with written parent consent:
 - a. Return
 - b. Repair or replace
 - c. Repayment of time
 - d. Compensation
 - e. School services
7. Youth Court referral
8. CIS referral
9. Student guided FBA and reconnection card
10. Individual behavior program with teacher to address behavior
11. ISS/OSS/detention (lunch or after-school)
12. Additional school(s) assigned

Suggestions for Parent Phone Calls

By Spencer Henry

Parent phone calls are to be made when a student is removed from your class and/or within the first three MIRs for a student by the same teacher or within the same Spartan Way character. Parents are to be contacted via phone when there is a problem as this limits the amount of miscommunication, allows for open dialogue and is a more personal and effective form of communication.

When placing a parent phone call the following is a guide:

1. Introduce yourself and state the reason for calling:
 - a. "I need your help....."
 - b. "I'd like to describe to you....."
2. State your goal:
 - a. "This is what I plan to do....."(have done- first strike)
 - b. "I am interested in having your son/daughter be successful. Here is what I'd like to do...."
 - c. "I thought I could do _____ or _____ to help solved the problem. What do you think?"
3. Ask for support:
 - a. "This is how you can support me...."
 - b. "I don't want you to do anything now. I just want you to be aware. I know _____ and I can work out this problem."
 - c. "I need your help in....."
 - d. "If we work together I know we can solve this problem."
4. Ask for their thoughts and/or feelings:
 - a. "What are your thoughts and feelings on this?"
5. Consequences:
 - a. "If _____ doesn't _____, I have no other choice but to _____."
6. End on a positive note:
 - a. "Thanks for your understanding/support/cooperation. I know together we can help _____."
 - b. "It's encouraging to find someone as supportive as you. I'll get back to you to let you know how things are going."

Suggestions for Dealing with Angry Parents

By Spencer Henry

- Listen calmly through to the end of the complaint.
- Do not attempt to solve major problems over the phone. Gently insist that you want to solve the problem and you will meet at his/her convenience.
- Clarify comments. “What do you mean by.....?” Listen until the person is rational and express a willingness to work with you.
- First, try to understand the problem by backtracking (repeating) what you think you hear. Backtracking makes a person feel understood and important.
- Let the person know you are listening by saying, “Yes.” “I appreciate your calling”, “Uh-oh”, “I understand how you feel”, and “I am sorry you feel....”
- Sometimes you may need to pass the unhappy caller on to the Principal.
 - “I’m sorry we cannot seem to resolve this problem, you may want to arrange a conference with my supervisor.”
 - Let your supervisor know they may be getting a call.
- If the caller becomes verbally abusive, calmly explain you’re willing to listen but not willing to listen to abusive language and that if it continues, the conversation will end.
 - “Excuse me. I can handle the problem, but not the swearing, and as you were saying.....”

Life Space Interview

Life space interview is an intervention/strategy to use for intervening with a young person who is displaying unwanted behaviors. The goals of a LSI is to clarify events, return the student to normal behavioral functioning, repair and restore a relationship, teach new coping skills, reintegrate the student into the setting. This process is completed in seven steps as outlined below.

I – Isolate the conversation

E- Explore student's point of view

S- Summarize the feelings and content

C- Connect feelings to behavior

A- Alternative behaviors discussed

P- Plan developed/practice new behavior

E- Enter student back into the routine

In more detail, the interview should proceed as follows and should always be done with the child, depending on when the child is ready to engage themselves in this process:

1. Isolating the child from the problem situation, i.e., going around the corner, out into the hall, into the office if possible, etc. The purpose of this is essentially to decrease the amount of stimulation, distraction, or stress the child must deal with.
2. Explore child's point of view; i.e., really listening to the child's view of what has occurred, including the child's concerns in the situation, the goals of his choices, his feelings, etc. Important is a sense of did the child think his choices were good. Care must be taken to not interrupt, judge or disagree. "WHY DID THAT JUST HAPPEN?" is a good way to get at the child's perception of the episode.
3. Share your views of what happened; i.e., make sure this happens only after child has shared his point of view. Your sense of child's feelings, goals and effectiveness of choice, etc. Honestly, directness and a clear sense of what your expectations are is important.
4. Develop a view of how this situation is like others in the child's life, i.e., frame the problem as a choice that needs to be made when the child has a particular feeling or want. Frustration, disappointment, hurt, loneliness, etc.
5. Develop alternative behaviors and plan for their being tried; i.e., help child think of different choices he could have made. Place a high value on the idea coming from the child. Resist making suggestions or giving directions. Conclude with the child having a clear sense of what he should do.
6. Develop roles in the plan; i.e., plan on how and when child will do the behavior decided upon. Be aware of needs for support, reinforcement, etc. Give yourself a role.
7. Return child to program; i.e., go back to where problem occurred if applicable. Deal with any consequences then have child rejoin his/her peers.

Major Problem Behaviors

- ◆ Fighting
- ◆ Arson
- ◆ Bomb threat, false alarm
- ◆ Use, possession or sale of alcohol
- ◆ Use, possession or sale of drugs
- ◆ Use, possession or sale of tobacco
- ◆ Use, possession or sale of weapons
- ◆ Indecent exposure
- ◆ Aggressive physical contact with another student
- ◆ Theft/Forgery
- ◆ Abusive language
- ◆ Property damage/vandalism
- ◆ Harassment/Bullying
- ◆ Plagiarism/major dishonesty/false reporting/cheating
- ◆ Technology violations - serious
- ◆ Inappropriate location/out of bounds area
- ◆ Inappropriate physical contact with an adult
- ◆ Threatening actions
- ◆ Unmanageable escalation of minor problem behavior
- ◆ Other

Major problem behaviors should be referred to the office immediately. The teacher will electronically complete a conduct referral as soon as possible. At the time of removal, the teacher must call the office giving a brief description of the behaviors to ensure office staff has accurate and adequate information to properly handle the situation. Additionally, the student must either have classwork sent with him/her or the teacher will have classwork to the office.

Students will complete a Behavior Reflection Sheet once in the main office. Utilizing the information from the teacher and the information on the Behavior Reflection Sheet, the Principal or Dean of Students will:

- meet with the student to best understand the cause of the behavior
- plan an alternative, appropriate action/behavior for future situations
- determine what needs to be done to repair the current situation.
- consequences for students who engage in office-managed behaviors will be given and aligned with our progressive discipline policy

Substitute Rewards/Consequences

Student behavior with a substitute has been identified as a separate concern within the discipline policy. Teachers are encouraged to provide substitutes with complete plans (including seating charts), clearly defined instructions, and an abundance of meaningful and engaging work for students. Also, leave specific notes regarding students that have restrictions, special alerts or pertinent information the sub may need to know. The main office will provide substitutes with additional procedural and contact materials when they arrive in the morning.

Consequences for reported misbehavior with a substitute are as follows:

- First Report - Teacher generates a conduct referral. Student assigned to substitute respect school (during 4A, 4B or 4C) and parents are contacted by the office
- Second Report - Teacher generates a conduct referral. Student is reassigned to a substitute respect school, one after school detention and parents are contacted by the office.
- Third Report - Teacher generates a conduct referral. Parent/Teacher/Office conference is scheduled and the student is assigned two days of after school detention.
- Additional Reports - Teacher generates a conduct referral. Additional days of after school detention or in school suspension is assigned by the office.

Rewards for reported positive behavior with a substitute are as follows:

- Whole class report - A Spartan Shout is provided to announce the positive behaviors the class as a whole demonstrated for the substitute.
- Individual report - Students identified as demonstrating exemplary behavior are given a Spartan Pass to use for privileges in the school. Spartan Passes can be used by students to receive additional free time in the gym during lunch on designated days.
- Iron Bars - Substitutes will be given five iron bars to distribute to students who demonstrate exemplary behavior throughout the day.

Lesson Format for Teaching Spartan Way Behavioral Expectations

When introducing behavioral expectations, follow four basic steps:

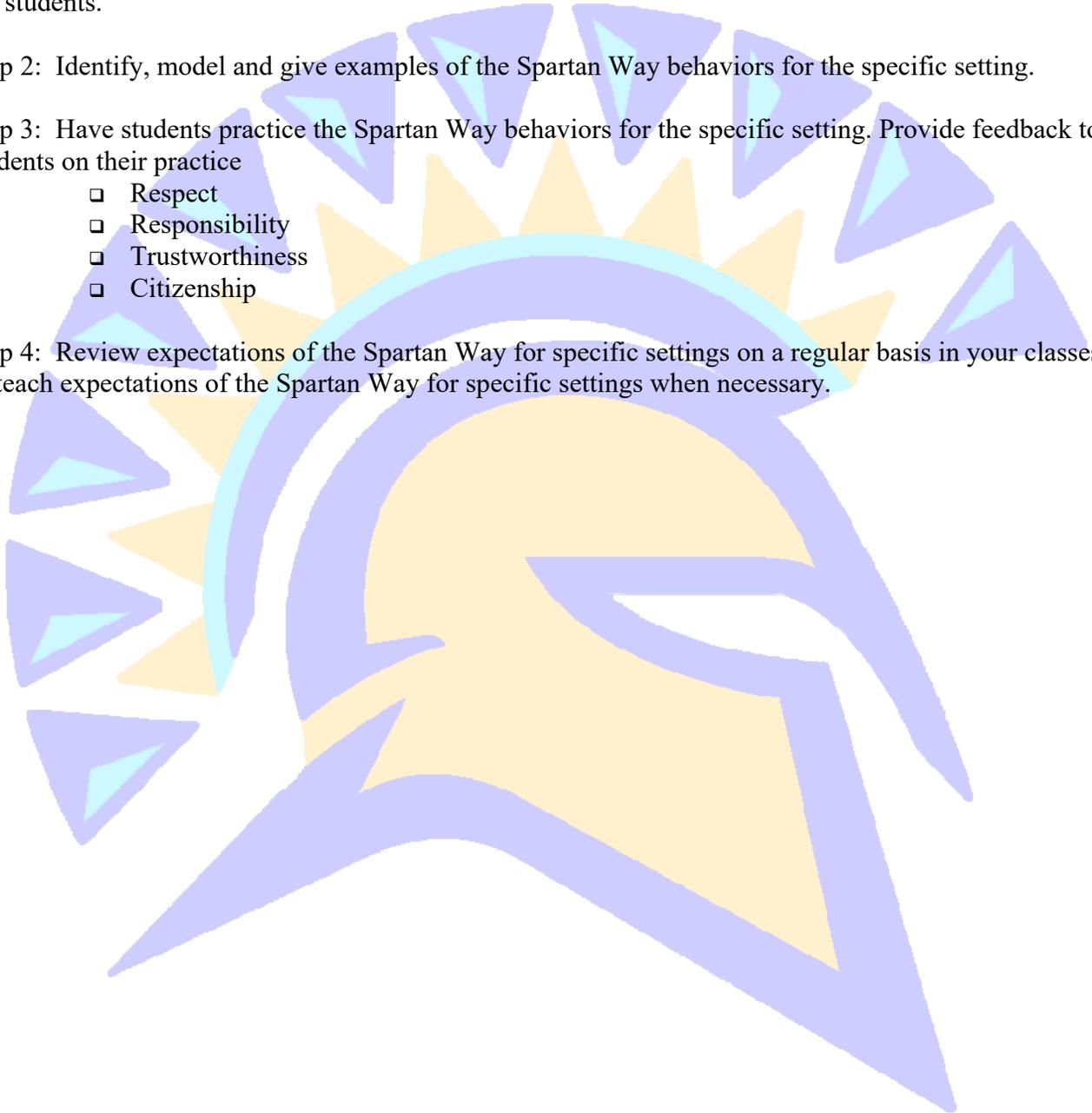
Step 1: Access prior knowledge of the Spartan Way for the specific setting by engaging in dialogue with the students.

Step 2: Identify, model and give examples of the Spartan Way behaviors for the specific setting.

Step 3: Have students practice the Spartan Way behaviors for the specific setting. Provide feedback to students on their practice

- Respect
- Responsibility
- Trustworthiness
- Citizenship

Step 4: Review expectations of the Spartan Way for specific settings on a regular basis in your classes. Reteach expectations of the Spartan Way for specific settings when necessary.



Appendix

- Agora:** The agora is the school store. Students may “spend” their bars at the store for supplies and prizes. “Agora” is the ancient Greek term for an open gathering place or market.
- Attendance:** Attendance is rewarded on several levels. Monthly recognition of excellent attendance will be posted in the hallways. Quarterly attendance will be recognized through a grade level challenge. The grade with the best attendance will receive incentives and awards. Yearly attendance will be recognized at three levels – gold (absent one day or less), silver (one to three days absent), and bronze (four to six days absent).
- Bars:** “Bars” are the currency/token system used in daily recognition of students who demonstrate the character traits of the Spartan Way. The tokens are in the form of iron bars. Ancient Sparta is thought to have used iron bars as currency.
- Free of Referrals (FOR) Award:** Recognition and a significant prize is given at the end of each year (through a random drawing) to a single student who is free of conduct referrals for an entire year.
- Free of Referrals (FOR) Party:** Parties are held quarterly (at the end of each marking period) to recognize students who do not receive conduct referrals during a marking period.
- Spartan Growth Award:** The Spartan Growth Award is presented twice a year (mid and end of year) to no less than two students who demonstrate substantial and sustained academic and/or behavioral growth.
- Spartan Pass:** Spartan Passes may be issued by teachers to students who demonstrated exemplary behavior (behavior that stands out and above the behavior of his/her peers) while a substitute teacher was conducting class.
- Spartan Shout:** The “Spartan Shout” is a verbal recognition (done during morning announcements) of excellent behavior (in accordance with the Spartan Way) by an entire class while a substitute teacher conducted class. Spartan Shouts are placed in substitute folders and may be completed and left in the office by a substitute at the end of the day.
- Spartan Way:** Spartan Way Awards are given in recognition of students who exemplify the character traits of the Spartan Way (Respect, Responsibility, Trustworthiness, and Citizenship). Two recipients per grade are recognized (non-gender specific). Awards are presented at assemblies.
- Super Spartan Award:** The Super Spartan Award is presented at the end of each school year to a single student in each grade who best represents *all* of the characteristics of the Spartan Way. The award is presented at the end of year assembly.