

STRATEGY DEFINITIONS:

Planned Ignoring: Staff member does not pay attention or acknowledge minor irritants. It also requires the staff member to determine which behaviors will stop on their own and which behaviors need interventions.

Redirection: Simply provide the student with a quick reminder of what the expectations are/what they should be doing (no more than two sentences). Provide redirection-state what they are supposed to be doing – and move on. Reframe your statements positively.

Secret Signal: Nonverbal communication towards a specific student that is used to remind the student to correct their behavior in a way that no other students in the classroom know (i.e., scratching your nose to remind the student to stop talking to their neighbors).

One on One Conference: Speaking with the student on the side while the rest of the class is engaged in an educational experience. Speaking with the student about ways they can improve their behavior. Address the behavior, but focus on positive changes.

Meet and Greet: Meeting all students at the door when class begins and welcoming them with a smile. Staff member attempts to check in with a few students that they know need an additional push to feel welcome in class.

Proximity Control: Standing or sitting near the student.

Move Seat: Having the student sit in a location in the classroom that is removed from the negative stimulus.

Acknowledgement: Utilizing our school-wide acknowledgement system.

Praise 3: Verbally acknowledge three students who are meeting the expectations and exhibiting the behaviors you want to see, and then waiting to see the behaviors in other students.

Building Relationships: Get to know your students and allow them to know you, as a way to build mutual trust and respect.

Broken Record: Avoid engaging in an argument, and be prepared to repeat your direction up to three times (use the exact same wording) before raising the level of your response.

**MAJOR BEHAVIOR
OFFICE MANAGED (NOB)**

- Weapons
- Fighting or physical aggression
- Kicking/slapping someone
- Punching someone
- Defiance
- Harassment/intimidation
- Threatening to beat someone up
- Making a "hate" list on the internet
- Stealing something from someone
- Calling a boy/girl a sexually inappropriate name
- Theft
- Making fun of someone's disability
- Sending a threatening Email/text
- Possession or use of tobacco, alcohol or drugs
- Pornographic material
- Spitting on someone

Three minors of the first 6 items, equals a major. Major behaviors are referred to the office for action. Be sure to include documentation of "teacher" interventions. Parent notification (by teacher) is required for the third minor or for any major. For a major, parent notification must be made on the same day as the referral

**MINOR BEHAVIOR
CLASSROOM MANAGED (no NOB)**

- Horseplay/rough housing
- Non-compliant
- Profane language and gestures
- Throwing rocks, ice, snowballs or other projectiles
- Lying/cheating
- Disrespecting another student's belongings

Examples

- Spitting
- Tripping/pushing/shoving
- Writing on/destroying school property
- Climbing on fences, poles and trees
- Walking/sliding on ice
- Unsportsmanlike conduct
- Calling someone stupid
- Telling lies about someone to get them into trouble with adults and friends
- Making fun of someone/teasing
- Forcing someone to do something they don't want to do by threatening not to be a friend unless they do
- Giving someone a dirty look
- Trying to get other people to be mean to someone
- Lining up inappropriately
- Carrying or picking up another student
- Jumping in the hall to slap the door frame
- Making fun of someone's looks
- Disruption
- Sharing food, throwing food, or other objects in the lunchroom
- Gum or candy on the playground
- Chewing gum
- Disrespect/rudeness

for red flags among staff members speak with students and staff as necessary, and set a meeting time with the staff to debrief and give out accurate information. In the event of any emergency please let the release of any information come from the administration office to ensure accurate information. Building secretaries shall field telephone calls and questions by referring to the administration office.

- ☐ Level 3 Emergencies—Emergencies of this nature are at such a level students and staff are greatly affected. The principal and counselor will work together to assist any student or staff member who may be affected. Building secretaries will field all calls by referring them to the administration office, as well as make any calls needed to parents as directed by the principal. The superintendent's office will handle all major decision and information release.
- ☐ Level 4 Emergencies—This level of emergency deals with situations that occur outside of school time, but may require all staff members to be notified. The principal will use the telephone tree to contact all staff members and will initiate the call cycle.

Emergency Procedures

- ☐ In the event of a *minor emergency*, the principal will email all staff members who may be possibly effected by the emergency. After the email is sent, an announcement will be made to have teachers immediately check their email accounts.
- ☐ In the event of a major emergency, the teachers will be called together over the intercom to central location and be informed of the situation and appropriate steps to be taken.

Equal Education and Employment Policy

As provided in the Constitution of the State of Montana, Sidney Public Schools are committed to equality of educational opportunity. All students shall have the opportunity to participate in and receive benefits from all programs or activities including, but not limited to, course offerings, graduation requirements, athletics, counseling, employment assistance, extra-curricular activities and other school-related activities. This district is also committed to an equal employment opportunity policy. Discrimination in education or employment because of sex, race, color, creed, religion, national origin, age, and physical or mental handicap political belief, marital or parental status is prohibited unless based upon reasonable grounds as provided by law. Inquiries or complaints regarding discrimination should be directed to: Janet Brannan—Central School at 433-4080.

Ethics

To maintain prestige as a professional group and to expand trust, harmony and cooperation in our school, it is advisable to keep school problems at school. Suggestions concerning school improvement regarding procedures or climate are always welcome in the principal's office.

Student Information/Confidentiality

Staff members cannot distribute any student information to any agency outside the school. All requests for information should be handled through the office. High levels of confidentiality must be maintained with respect to a student's grades, classroom performance and other personal information. FERPA ensures that personal information of students is protected and held confidential by the school.

Grading

Assigning grades to students is one of the most difficult and demanding tasks that is asked of a teacher. In many cases, report cards and grades could be the only contact between the school and home and responsible adults may view grades as extremely important or disregard all grades in general. Because this is such a difficult task, please ensure assigning grades receives the time and attention necessary and that consistency, fairness and accuracy are always considered. Communicate any issues to parents immediately. Please do not wait until midterm reports or the end of the quarter to report a negative grade to parents. Currently our school uses traditional grading at the second and third grade level and the first grade uses a modified proficiency grade scale. For questions about grading please, refer to the district policy.

value can be used in classroom on special occasions if appropriated age level restrictions are observed. This type of video will not be used more than four times throughout the school year.

School Email

School email is intended to be used primarily for school business. Colleagues and parents are encouraged to communicate via email. Please ensure that you are staying caught up on receiving emails. Be certain all emails in need of a response is done so in a private manner.

Sexual Harassment

The sexual harassment policy for Sidney Public School is available online. If you have questions or concerns, contact your school's principal counselor or Karen Pollari at ext. 5319

Social Media

Please use social media outlets for personal use only. Do not include school business in any part of social media. While it is most likely within your First Amendment to post most anything on social media, it is vital we keep all school business in the school. Sidney Public Schools try extremely hard to maintain a positive relationship with the community and negative social media attention only detracts from that relationship. If you have a problem with the school, an employee of the district, or actions of the school, it is encouraged to use the proper authority within the school to address your issue.

Staff Absence

Please report any leave days to the office as soon as possible after the start of school. This allows the office enough time to hire substitute teachers for your leave days. Please fill out the proper forms (found in the teacher's lounge) or on the District Website: (sidneyps.com) and place in the principal's mailbox. A leave for must be submitted and signed by the principal prior to leave being authorized and a substitute hired, unless it's an emergency situation. If you have questions about the type of absence, please ask the principal prior to completing the absence form. If a substitute is needed for a committee meeting, a form must be submitted by each member (as well as for the roaming sub if need) and a calendar invite must be sent to both building secretaries and the principal. If dates are changed the form must be updated and the calendar meeting must reflect the change as well. If there is an emergency and it is not possible to pre-arrange a substitute or need a substitute on short notice, it is important to contact the principal or office secretary as soon as possible (Sharri Vandall 650-3664, Julie 480-7484, or Marcy 541-325-9196). If a sub is needed in an emergency, please call the above numbers until you are able to get in touch with at least one office staff member. All teachers are required to have four days off current classroom material in their emergency sub binder located in the office for emergency situations. **Please do not leave messages about emergency substitute teachers.** Please feel free to call the principal as needed, but please do not call the building secretaries between 10:00pm and 6:00 am.

Staff Parking

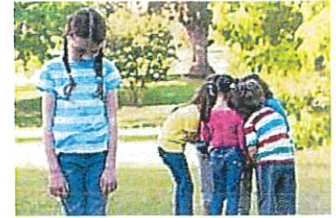
Fire code does not allow us to park in the oval during the day. There is parking available on the West side of the building in the Staff Parking Lot, Peoples Church parking lot on the corner from the school or on the street.

Substitute Teacher Preparations

One important responsibility of every teacher is to prepare properly for a substitute teacher when it is necessary to be absent. Please ensure the following teacher responsibility preparedness checklist is completed prior to being absent.

- ☐ It is the classroom teacher's responsibility to prepare the students for the substitute teacher. The teacher should explain reasons why substitutes must be called in during the school year and the expectations of the students in the ways of class attitude, following directions and behavior.
- ☐ A substitute binder is required of all teachers. This binder must include 4 days worth of review work. Daily schedule, schedule for pull out students, emergency procedures, seating chart, class rules/expectations and an attendance sheet.

Is It Rude, Is It Mean, Or Is It Bullying?



Why we all must learn to distinguish between rude, mean, and bullying behaviors. By Signe Whitson, Contributor

A few weeks ago, I had the terrific fortune of getting to present some of the bullying prevention work that I do to a group of children at a local bookstore. As if interacting with smiling, exuberant young people was not gift enough, a reporter also attended the event and wrote a lovely article about my book and the work I do with kids, parents, educators, and youth care professionals. All in all, it was dream publicity and since then, has sparked many conversations with people in my town who saw my photo in the newspaper and immediately related to the examples of bullying that were discussed.

I have been brought to tears more than once since the article ran, while listening to parents share their feelings of outrage and helplessness over their kids' experiences with bullying in school. One gifted but socially awkward middle school student blew me away with his articulate, poised, yet searingly painful accounts of relentless physical and verbal bullying on his school bus. An elementary school-aged girl described how she had to learn to shed her Australian accent within a month of entering U.S. schools because of how she was shunned by her classmates. The commonness of it all routinely astounds me with every new account; the pervasive cruelty makes my jaw drop every time.

It is important for me to begin this article by establishing that without doubt, many of the stories of bullying that are shared with me are horrifying and some are unspeakably cruel. But now, I also want to be honest and share that some of the stories are...well...really not so bad.

Take this story recently shared with me by an acquaintance who read about my professional work:

"Signe, I saw your picture in the paper last week. Congratulations! I didn't know you worked with bullied students. It's so important that you do—things have gotten so bad! Last week, my daughter was bullied really badly after school! She was getting off of her bus when this kid from our neighborhood threw a fist-full of leaves right in her face! When she got home, she still had leaves in the hood of her coat. It's just awful! I don't know what to do about these bullies."

"Was she very upset when she got home?" I empathized.

"No. She just brushed the leaves off and told me they were having fun together," she said.

"Oh," I answered knowingly, aware that oftentimes kids try to downplay victimization by bullies from their parents, due to the embarrassment and shame they feel. "Did you get the sense she was covering for the boy?"

"No, no. She really seemed to think it was fun. She said that she threw leaves back at him, which I told her never to do again! The nerve of those kids."

"Those 'kids,'" I clarified. "Was it just the one boy throwing leaves or were there a bunch of kids all ganging up on her?"

"No, it was just this one boy that lives about a block from us," she assured me.

"Is he usually mean to her? Has he bothered her after school before?" I asked, eager at this point to figure out what the bullying issue was.

"No. I don't think so at least. That was the first time she ever said anything about him. It was definitely the first time that I noticed the leaves all over her coat. But it better be the last time! I won't stand for her being bullied by that kid. Next time, I am going to make sure the Principal knows what is going on after school lets out!"

- Physical aggression was once the gold standard of bullying—the “sticks and stones” that made adults in charge stand up and take notice. This kind of bullying includes hitting, punching, kicking, spitting, tripping, hair-pulling, slamming a child into a locker, and a range of other behaviors that involve physical aggression.
- Verbal aggression is what our parents used to advise us to “just ignore.” We now know that despite the old adage, words and threats can, indeed, hurt and can even cause profound, lasting harm.
- Relational aggression is a form of bullying in which kids use their friendship—or the threat of taking their friendship away—to hurt someone. Social exclusion, shunning, hazing, and rumor spreading are all forms of this pervasive type of bullying that can be especially beguiling and crushing to kids.
- Cyberbullying is a specific form of bullying that involves technology. According to Hinduja and Patchin of the [Cyberbullying Research Center](#), it is the “willful and repeated harm inflicted through the use of computers, cell phones, and other electronic devices.” Notably, the likelihood of repeated harm is especially high with cyberbullying because electronic messages can be accessed by multiple parties, resulting in repeated exposure and repeated harm.

So, why is it so important to make the distinction between rude, mean, and bullying? Can't I just let parents share with me stories about their kids?

Here's the thing; in our culture of 24/7 news cycles and social media sound bites, we have a better opportunity than ever before to bring attention to important issues. In the last few years, Americans have collectively paid attention to the issue of bullying like never before; millions of schoolchildren have been given a voice, 49 states in the U.S. have passed anti-bullying legislation, and thousands of adults have been trained in important strategies to keep kids safe and dignified in schools and communities. These are significant achievements.

At the same time, however, I have already begun to see that gratuitous references to bullying are creating a bit of a “little boy who cried wolf” phenomena. In other words, if kids and parents improperly classify rudeness and mean behavior as bullying—whether to simply make conversation or to bring attention to their short-term discomfort—we all run the risk of becoming so sick and tired of hearing the word that this actual life-and-death issue among young people loses its urgency as quickly as it rose to prominence.

It is important to distinguish between rude, mean, and bullying so that teachers, school administrators, police, youth workers, parents, and kids all know what to pay attention to and when to intervene. As we have heard too often in the news, a child's life may depend on a non-jaded adult's ability to discern between rudeness at the bus stop and life-altering bullying.

[Signe Whitson](#), LSW is a national educator on bullying and author of three books including [Friendship & Other Weapons: Group Activities to Help Young Girls Cope with Bullying](#). For more information, please visit www.signewhitson.com

Tier II/Tier III Intervention Checklist

A student will be identified as in need of Tier II interventions if they have 2 of the following checked.

A student will be identified as in need of Tier III interventions if they have 4 or more of the following checked.

- Student is referred to the Intervention Team.
- Student has at least 1 Major Behavior Referral.
- Student has at least 4 Minor Behavior Referrals within a 2 week period.
- Student has 10 or more tardies.
- Student has 3 or more absences within one quarter.
- Student comes from a split family.
- Student's behavior is affecting their academics.
- Student has received 3 interventions to correct behavior and has shown no improvement.
- Student received an in-school or out-of-school suspension.
- Student is receiving behavior interventions through counseling.

Red denotes automatic qualification for Tier III

