



Alternatives to Suspension

\$20,000 Grant Award To Eagle Ridge Junior High

High

ASPIRE (Alternative Ssuspension Program & Responsive Education) Team



- Cherie Braspenick
- Carrie Brett
- Janelle Grueneich
- Scott Harrison
- Kari Komar
- Chad Miller
- Amy Starr
- Angela Tuma

Grant Summary Data



	Suspensions	SpEd	More than 1 suspension	Males	Minority
7 th grade	44	68%	55%	91%	89%
8 th grade	64	36%	50%	73%	77%
9 th grade	101	38%	41%	91%	64%

- 2007-2008 0 Expellable Offenses 207 Suspensions
- 2008-2009 5 Expellable Offenses 209 Suspensions (March)
- Expellable Offenses 280 Suspensions (June)
 - 4 SpEd.
 - 4 History of Suspension
 - 1 Expelled
 - 2 45 day placement
 - 2 Change of placement

Grant Priorities



- **School Climate**
(Climate surveys, Staff shirts, childcare & food at conferences)
- **Alternative Placement**
(Evening Skills Course, Saturday School)
- **Staff Development**
(Workshop week: grant initiatives, Love & Logic Book study)
- **Parental Involvement**
(Newsletter, frequent communication, attend evening skills or Saturday school w/ student)

ERJH Core Beliefs (According to Staff Survey)



- Students should understand that school should be a safe, respectful environment and it takes all students and staff working together to create and maintain it
- Students should know what constitutes appropriate behavior in certain environments, including classroom, hallway, lunchroom, among others
- Students should learn to take responsibility for their choices and actions and how that is connected to consequences

ERJH Core Beliefs (According to Staff Survey)



- You must establish rapport in order to effectively discipline
- Consequences must be applied consistently by everyone
- Students need to understand that they are responsible for their own actions. They cannot blame their decisions on others.

ERJH Core Beliefs (Condensed by ASPIRE)



- ERJH will be a safe place
- Staff & Students will know what constitutes appropriate behavior
- Students will take responsibility for their behavior

Principles for Discipline



1. To the best of my ability I will help students and staff at ERJH know what constitutes appropriate behavior across all settings in school and help them take responsibility for their choices/actions.
2. To the best of my ability I will establish rapport with students and be consistent.
3. To the best of my ability I will make ERJH an engaging, safe, respectful environment. This takes all students and staff working together to create and maintain.

Chad



- Bird Analogy

CREDO



- SOAR
- Safe environment
- Own your action
- Appropriate behavior
- Respect and Responsibility

Most Common Misbehaviors



- Disrespect
- Unprepared
- Disruptive
- Unmotivated
- No homework
- Horse Play
- Language
- Put downs
- Tardies
- No Boundaries

Staff Actions for Misbehaviors



Proactive

- Begin class with exciting activity (appetizer)
- Clear Expectations vs. Rules

Interventions

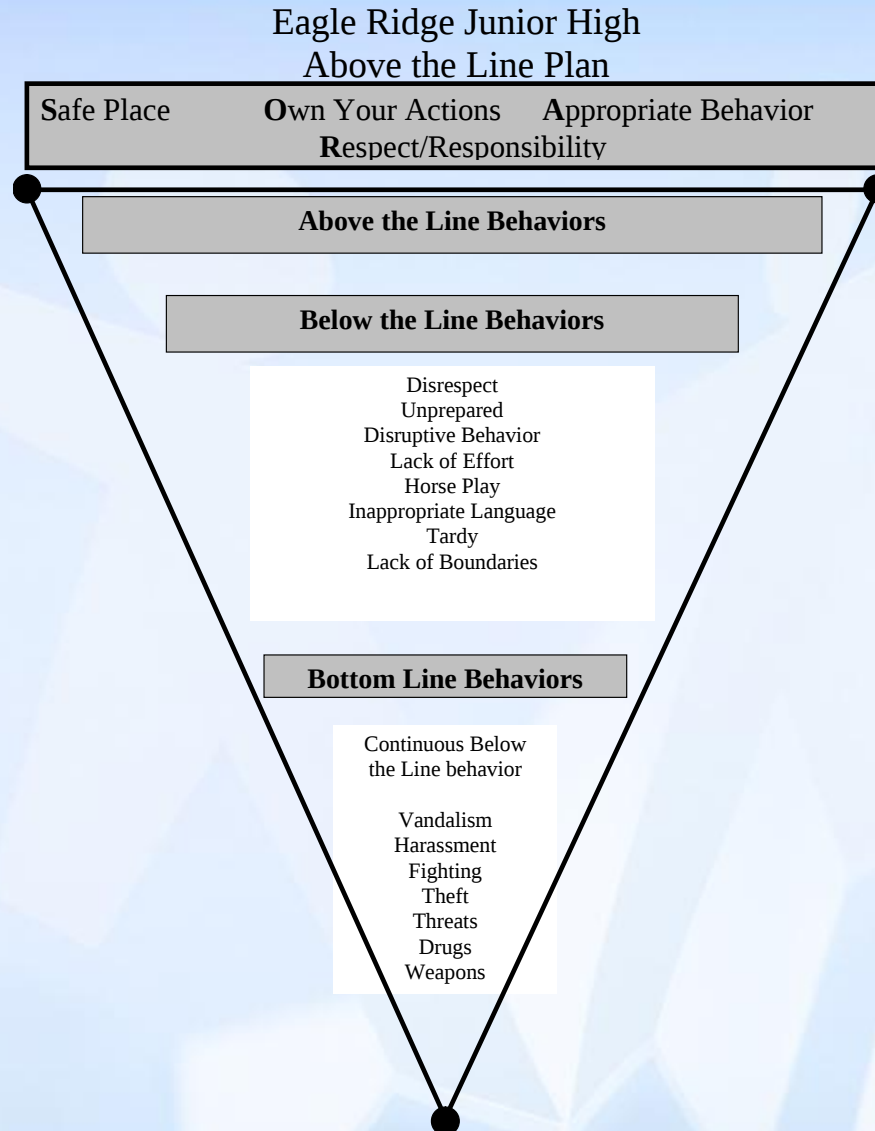
- Heart to Heart
- Change seating
- Call Home
- Detention
- Apology letter
- Teachable Moment
- Acknowledge behavior then wait to assign consequences
- Loss of Privilege
- Problem solving/processing

Examples going on at ERJH



- _____ removed desks to support the learning environment
- _____ flipped desks over to support the no gum chewing rule
- _____ has student say 3 good things about themselves when they say a put down to a peer
- _____ has students who didn't complete work sit in back and finish work, others sit up front and do an activity
- _____ does an unscheduled "appetizer": students don't want to miss the "appetizer"
- _____ has students call their parents immediately when they walk into class late.

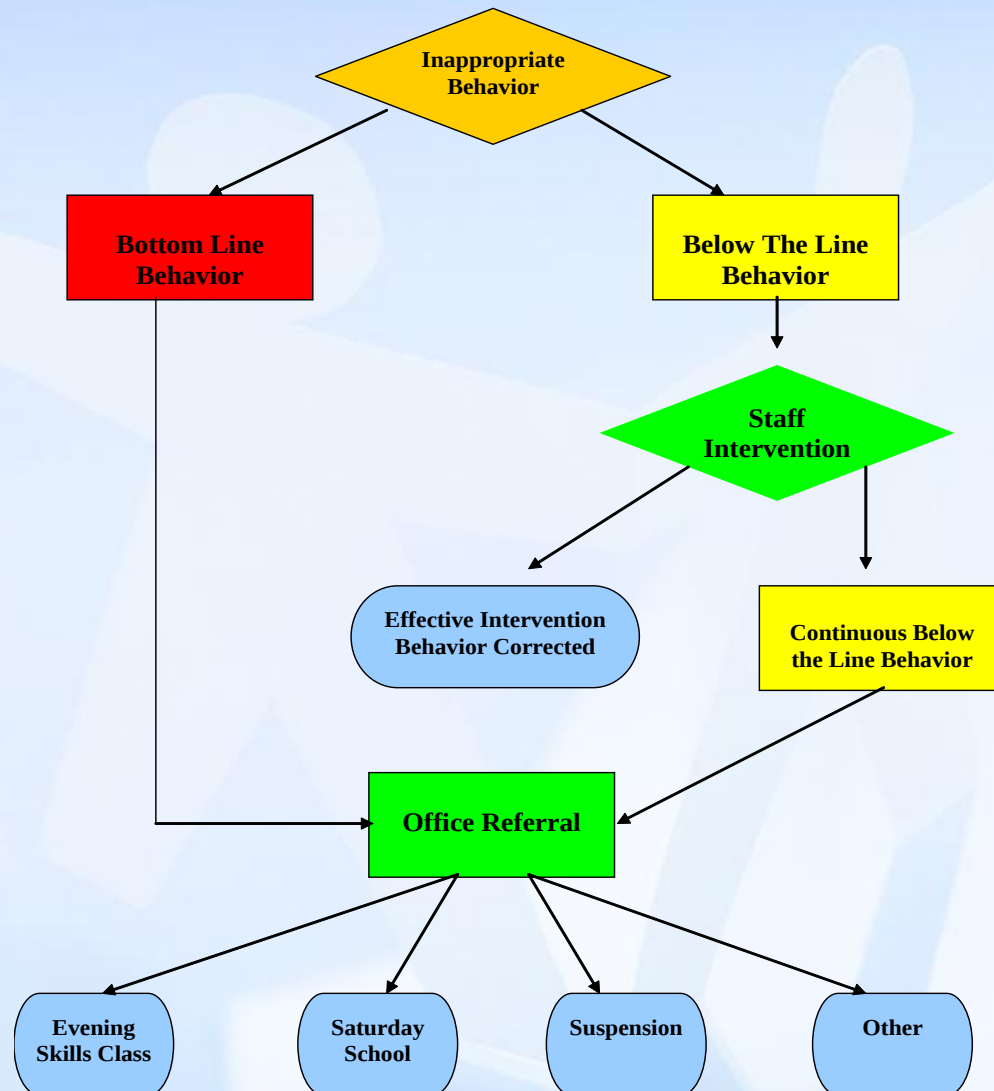
SOAR: Above the Line Plan



Discipline Action Flowchart



Discipline Action Flowchart



Office Referral



1. Teachers are the most important interventions in discipline situations. It is most effective if teachers can manage their own classrooms without intervention from the office. However, there will be bottom line incidents that need to be referred to the office like weapons violation, fighting, harassment, disorderly conduct, alcohol or drug use, theft or vandalism. Continual below the line behaviors that have not been corrected by staff intervention should also be referred to the office.
2. A teacher completes the *Behavior Intervention Form* and gives the referral form to the associate principal by either putting it on her desk or in her mailbox. Referrals must be made in writing and **in cases of continual below the line behaviors parents should have been contacted, preferably by phone.**
3. If a student must immediately be removed from class, a call should be made to the Guidance or main office that the student is on his or her way up or that assistance is needed to remove a student. The Guidance office extension is 2808 and the main office is 2800. The referring teacher must indicate if class removal is a sufficient consequence and if not must complete a referral to assist in determining additional consequences.
4. After the situation has been dealt with in the office you will be informed of what action was taken in person, by phone, or by email.

New Referral Form



Eagle Ridge Junior High School

Behavior Incident Report

____ Action ____ Tardies ____ Information

Student _____

Date _____ Grade _____

Referred by _____ Ext _____

SOAR

Teacher Interventions:

Parent Contacted on _____ at _____

Removal Seat change Warning

Other _____

Was there a victim? Yes No

If so, victim's name _____

Description of incident: _____

Options I would like considered: _____

Administrative Action

Student Conference/Warning _____

Early Dismissal at _____

Parent Contacted on _____ at _____

Detention Assigned on _____ at _____

ALR _____ at _____

Suspension (OSS) _____ at _____

Evening Skills Class _____ at _____

Saturday School _____ at _____

Parent Contact



- Parents must be contacted by teachers (preferably by phone) if you have addressed continual below the line behavior and are intending to make a referral to the office.

Parent Contact



- Helpful hints and a script will be shared at a future staff meeting
- If you anticipate a difficult parent call ask a team member, guidance counselor, or administrator to be present when you make the call. They may have had contact with this parent and have advice on how to approach the situation with the parent.
- If you don't reach the parent leave a brief message where you know they will receive it (cell phone or work phone) and ask them to return your call.

Continued Staff Support/Development



- Love & Logic Book Study
- Staff meetings
- Collegial Conversations

What we hope to gain.....



- Increase in positive school climate which will create a more inviting and safe environment in which students can participate and learn.
- Decrease in suspensions which should increase attendance & academic success.
- Improved student behavior.
- Empower Teachers
- School Pride