

Viking of the Month



The **Viking of the Month** (VOM) program has been established to recognize the many ways that students strive to uphold the Viking Code of Conduct (Readiness, Responsibility, and Respect). On a monthly basis, teachers nominate students whom they feel best exemplify one or more of those areas.

All students who are nominated are recognized over the announcements and are provided certificates to acknowledge this accomplishment. The VOM Committee will then select one student from the list of nominated individuals to be the Viking of the Month; that student will receive a special certificate and an appropriate reward. Their picture is also displayed in the front lobby for all faculty, students, and visitors to see.

To: Faculty
From: Viking of the Month Committee
Re: Viking of the Month for September 2006



The Viking of the Month program has been set up to recognize the many ways our students strive to uphold the **Viking Code of Readiness, Responsibility, and Respect**. We are asking teachers to nominate a student whom you feel exemplifies one or more of these areas. The following are suggested areas of nomination:

Readiness

- Improved attendance
- Active participation in class activities
- Effort and initiative
- Preparation for each class

Responsibility

- Honesty
- Academic Improvement
- Following School Rules

Respect

- Compassion
- Courtesy
- Cooperation and helpfulness
- Tolerance toward others

Please complete all information below.

Nominee (**print**) _____ Grade ____ Homeroom ____

Recommended by (**print**) _____

Signature _____

Circle: Readiness Responsibility Respect

Please indicate the reason(s) you are nominating this individual. Your comments are necessary and helpful in our selection. Use the back of this form if necessary.

*Thank you for taking time to **complete** this nomination form and for making VOM possible!*
Please return to Mike Lawson's mailbox NO LATER than 2:30 on 10/1/05.

V-Bucks



V-Bucks are awarded by teachers to students who exemplify the Viking Code of Conduct on a consistent basis in the classroom, hallways, cafeteria, and other areas of the building. V-Bucks are awarded to encourage and reinforce positive behaviors among our students. Teachers can award V-Bucks to students, whether they teach them or not.

Teachers should complete V-Bucks as follows:

White copy - Student

Yellow copy - Data Entry (Brian Mangiafico)

If teachers have a pink copy, they should retain it for their records. Teachers should submit yellow copies weekly (at the least) to Brian Mangiafico, as we need to analyze data.

Each week completed V-Bucks will be gathered and entered in a data tracking system. A drawing will be held bi-weekly, and a gift awarded to the students and the teachers named on the winning forms. Students are responsible for placing their copy of the V-Buck in the appropriate box in the cafeteria.

All slips submitted by teachers will be used to determine participants in semester-end celebrations.

Teachers should strive to distribute at least 10 V-Bucks each week. The PBIS Committee will provide suggested areas of focus throughout the year.



V-Buck

Presented to: _____ Grade: _____

<u>Location</u> <input type="checkbox"/> Classroom <input type="checkbox"/> Cafeteria <input type="checkbox"/> Hallway <input type="checkbox"/> Other <u>To Complete:</u> 1. Check specific behavior(s). 2. Complete remainder of form. 3. Give top copy to student. 4. Remind student to place in appropriate grade-level V-Buck box.	<u>Respect</u> <input type="checkbox"/> Appropriate response to adult direction <input type="checkbox"/> Appropriate dress <input type="checkbox"/> Accountability <input type="checkbox"/> Courtesy <input type="checkbox"/> Appropriate language/tone <input type="checkbox"/> Self control <u>Responsibility</u> <input type="checkbox"/> Problem-solving <input type="checkbox"/> Initiative <input type="checkbox"/> Positive contribution <u>Readiness</u> <input type="checkbox"/> On Time <input type="checkbox"/> Materials <input type="checkbox"/> Drill <input type="checkbox"/> Homework
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Given by: _____
Date: _____ Time: _____



V-Buck

Presented to: _____ Grade: _____

<u>Location</u> <input type="checkbox"/> Classroom <input type="checkbox"/> Cafeteria <input type="checkbox"/> Hallway <input type="checkbox"/> Other <u>To Complete:</u> 1. Check specific behavior(s). 2. Complete remainder of form. 3. Give top copy to student. 4. Remind student to place in appropriate grade-level V-Buck box.	<u>Respect</u> <input type="checkbox"/> Appropriate response to adult direction <input type="checkbox"/> Appropriate dress <input type="checkbox"/> Accountability <input type="checkbox"/> Courtesy <input type="checkbox"/> Appropriate language/tone <input type="checkbox"/> Self control <u>Responsibility</u> <input type="checkbox"/> Problem-solving <input type="checkbox"/> Initiative <input type="checkbox"/> Positive contribution <u>Readiness</u> <input type="checkbox"/> On Time <input type="checkbox"/> Materials <input type="checkbox"/> Drill <input type="checkbox"/> Homework
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Given by: _____
Date: _____ Time: _____



V-Buck

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Given by: _____
Date: _____ Time: _____



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Given by: _____
Date: _____ Time: _____

Positive Consequence Examples



Teachers should strive for a ratio of 4 positive interactions to 1 negative interaction with their students regularly. This can be accomplished by recognizing students verbally or in writing, via V-Bucks, personal notes of accomplishment, or nomination as a Viking of the Month.

See the examples below for an easy reference tool regarding how and when to recognize students for consistently appropriate behavior.

Example 1: A student is one of the few to raise his hand during class as other students call out answers. You would like to reinforce the classroom procedure of having students raise their hands to participate. This student does not usually raise his hand.

Consequence: Recognize student verbally for their initiation with classroom policy: “Darwin, thank you for raising your hand to answer.” If he continues to participate well during class, write a quick note of recognition.

Question: Why not issue a V-Buck? Answer: Because this is not a consistent behavior on the part of the student. When it becomes consistent, issue a V-Buck.

Example 2: About half of the students in your class have consistently completed their homework for the past two weeks. You would like to recognize them.

Consequence: Recognize students formally by writing V-Bucks for each student who has consistently completed their homework. As you distribute them, thank the students for doing their homework, and note to other students that you will be happy to revisit this again in two weeks. Remind students what to do with the V-bucks and mention specific rewards for which they will be eligible.

Suggestion: As you grade class papers, keep a stack of V-Bucks near. When you notice patterns such as one or more students consistently doing homework, for example, fill out V-Bucks the night before seeing the class (it will save you time during class).

Example 3: One of your students, Sybill, has been consistently working hard during class, even though her grades are not stellar, and always arrives on time. She is a quiet student.

Consequence: Recognize student by issuing a V-Buck, perhaps with a personal note of recognition of her efforts. She would also be a good candidate for nomination as Viking of the Month.

Note: If Sybill receives several V-Bucks from you during this period of time, good! We are aiming to have the odds stacked in favor of the students who consistently try hard. Even if these students are not on the honor roll, they still should be recognized for their efforts.

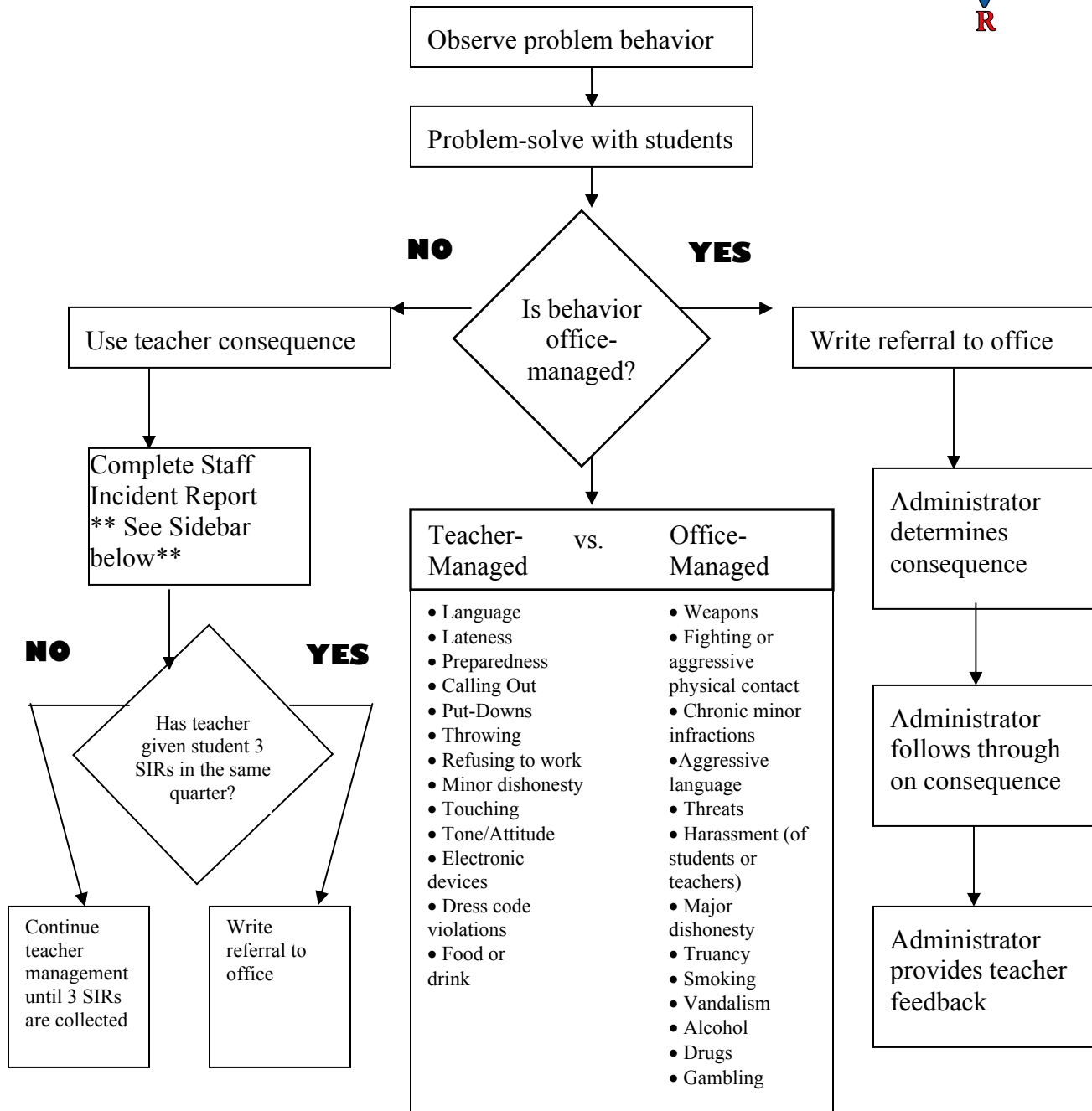


Lansdowne High School Student Behavior Management Process

Explanation of Behavior Graphic

In order to manage student behavior consistently throughout classrooms at LHS, the following **Student Behavior Management Process** graphic has been created. It is to be used as a guide for differentiating between teacher-managed and office-managed behaviors.

Lansdowne High School
Student Behavior Management Process



**** Sidebar on Staff Incident Reports (SIRs)**

- Issue slip when student does not respond to pre-correction, redirection, or verbal warning.
- **Contact parent on 1st and 2nd SIRs. (Required)**
- Take concrete action to correct behavior (i.e., assign detention, complete behavior reflection writing, etc.)
- When possible, have the corrective action correspond to the behavior being corrected.

LHS Consequences



The following are suggested interventions that may be utilized in correcting a student's inappropriate behavior. Interventions listed are not hierarchical. County regulations dictate consequences for certain infractions.

Not all intervention strategies for each level need to be utilized.

Teacher-Managed

Level 1: Minimal interference with instructional process based on class and/or school procedures

- *Proximity Control
- *Nonverbal cue to correct behavior
- *Verbal warning to student(s)
- *Conference with student (in classroom or hallway)
- *In-class modified seating
- *In-class time out

Level 2: Repeated interference with instructional process based on class and/or school procedures

- *Staff Incident Report (SIR) with corresponding parent/guardian contact
- *Peer mediation
- *Referral to Guidance
- *Out of class time with another teacher
- *Detention with classroom teacher
- *Participation grade deduction

Level 3: Chronic interference with instructional process based on class and/or school procedures

- *Staff Incident Report (SIR) with corresponding parent/guardian contact
- *Out of class time or meeting with Department Chair
- *Parent/Student/Teacher conference (RPC through Department Chair)
- *Refer to SST

Office-Managed

Level 4: Administrative action

- *Office referral (Indicate on referral if this is a result of repeated SIRs)

Staff Incident Report (SIR)



Staff Incident Reports (SIRs) are given by teachers to students who are not following the Viking Code of Conduct in some way. SIRs are given to students as part of the teacher's normal behavioral management process, and assist the process by providing a written record of a teacher's interventions with a student. Teachers can write an SIR for any student, whether they teach them or not.

An SIR is intended to assist the teacher in disciplining a student as the behavior happens. For example, if a student has behaved inappropriately (e.g., shown up late for class), the teacher should fill out the SIR as they are talking to the student and assigning the consequence they would normally assign for the behavior. (For more information, see Page 2-14 of this binder.)

Teachers should complete SIRs as follows:

- White copy - Student
- Yellow copy - Data Entry (Mr. John Mossman)

At their discretion, a teacher may ask the student to have a parent or guardian sign the SIR, and space has been provided for that purpose.

Data from SIRs is entered into the SWIS database, an online tool that organizes information for the purposes of tracking particular student behavior, grade-level or school-wide behaviors, or other information that can assist in maintaining an orderly school environment.

Staff Incident Report

Name of Student: _____

SWIS Entry _____



Name of Teacher: _____

Location:

Grade: 9 10 11 12

- Classroom Gym
- Hallway Library
- Cafeteria Bus Loading Zone
- Bathroom On Bus Other

Date: _____ Time: _____

Problem Behavior	Possible Motivation	Consequence
<p><u>Check one problem behavior:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Inappropriate Language <input type="checkbox"/> Disrespect <input type="checkbox"/> Non-compliance <input type="checkbox"/> Disruption <input type="checkbox"/> Tardy <input type="checkbox"/> Physical Contact <input type="checkbox"/> Property Misuse <input type="checkbox"/> Other: _____ 	<p><u>Check one possible motivation:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Obtain peer attention <input type="checkbox"/> Obtain adult attention <input type="checkbox"/> Obtain items/activities <input type="checkbox"/> Avoid work <input type="checkbox"/> Avoid peer(s) <input type="checkbox"/> Avoid adult(s) <input type="checkbox"/> Unclear/Don't know <input type="checkbox"/> Other _____ 	<p><u>Check all that apply:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Detention <input type="checkbox"/> Time out in alternate classroom <input type="checkbox"/> Time in office <input type="checkbox"/> Loss of privileges <input type="checkbox"/> Conference with student <input type="checkbox"/> Other _____

Comments:

Parent Contact Date: _____ Contact Method: Phone call Email In person
 Parent Signature: _____ (if required)

Staff Incident Report

Name of Student: _____

SWIS Entry _____



Name of Teacher: _____

Location:

Grade: 9 10 11 12

- Classroom Gym
- Hallway Library
- Cafeteria Bus Loading Zone
- Bathroom On Bus Other

Date: _____ Time: _____

Problem Behavior	Possible Motivation	Consequence
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Comments:

Parent Contact Date: _____ Contact Method: Phone call Email In person
 Parent Signature: _____ (if required)

Negative Consequence Examples



If a student engages in an inappropriate behavior, you as the teacher have many options to deal with the behavior. The PBIS system is not dictating which option you choose; we are, however asking you to record the steps you have taken with a student so we may see patterns of behavior that emerge, to better work with the individual student and/or the school population as a whole.

Situation: Homer has used inappropriate language loudly during class, seemingly to get the class' attention.

Day 1: During the lesson, Homer loudly calls out, using vulgar language.

Consequence: Continuing to teach the lesson, the teacher walks over near Homer's desk to attempt to prevent further immediate interruption. As the class begins working, she leans over and quietly asks Homer to refrain from using that type of language.

Question: Why not issue an SIR right now? Answer: This is the first time Homer has shown this type of behavior. Consequently, minimize the effect by giving a verbal warning w/o overtly calling more attention to negative behavior. In addition, this gives Homer the option of "keeping it small."

Day 1: Later on during the lesson, Homer again loudly calls out, using vulgar language.

Consequence: With minimal disruption, the teacher walks over the Homer and asks him to please step into the hallway. As the rest of the class works, she goes into the hallway with an SIR. She talks to Homer, asking him to explain why he is acting this way. He has no reason. The teacher says that she will be filling out an SIR for the behavior. As the teacher fills out the form, she explains each section of it, checking off that a student/teacher conference was the consequence for the behavior. She tells Homer that this is a warning for him to behave appropriately during class. She tells Homer that she will have to call home that afternoon.

Suggestion: Complete the SIR AT THE TIME you issue it. This allows you to explain the process to the student which will increase the impact and his/her understanding of the incident.

Day 2: Homer again disrupts the class, this time by kicking chairs during teacher instruction.

Consequence: As soon as the behavior happens, the teacher quietly asks Homer to talk with her in the hallway. The teacher attempts to learn why he is acting this way, but Homer has no reason. The teacher fills out another SIR, explaining that this continued behavior can lead to serious consequences. She has Homer complete his work in an isolated seat in the classroom. Again, she calls home and explains the situation. The parent has no answer for the behavior, but offers to talk to the student about their behavior again.

Note: There are other options you may exercise as a teacher. Please be sure that you note any options you exercise on the SIR form.

Day 3: Homer engages in another minor disruptive behavior.

Consequence: As soon as the behavior happens, the teacher quietly asks Homer to bring his work with him into the hallway. There, the teacher asks Homer why he continues to act this way. He does not respond. The teacher then explains that at this point, she has tried several methods of preventing this behavior, but he is insistent on repeating it. She must write an office referral because her class has been continually disrupted. She writes a pass to have Homer complete his work in another available location for the rest of class (i.e. w/ the department chairperson, in another teacher's room, etc.). She indicates to Homer that she hopes he will choose more appropriate behavior in the future.

Question: Why send him out of the room? Answer: That is teacher discretion. At this point, however, the offending student is disrupting the learning process. Consequently, it is appropriate to remove him from the environment.

Question: Why not send him to the office? Answer: Unfortunately, many students may choose inappropriate behavior during the course of the school day. When a student engages in a consistently disruptive, though not dangerous, behavior, they may just want to avoid work. Continuing to expect the student to complete their work by placing them in situations where they have a quiet work environment (the office is not one of these) sends the message that you are still willing to help the student succeed, but will not allow their behavior to occur at the same time.

Follow-up: The teacher writes an office referral to the appropriate administrator, briefly citing the behavior and noting the dates that she wrote SIRs previously. Upon receipt of the office referral, the administrator will: (1) access the SWIS system to look for a global pattern of behavior; (2) meet with the student; (3) choose and document the relevant consequence on the office referral; and (4) put a copy of the referral in the teacher's mailbox.

Possible Outcome: Upon access of the SWIS system, the administrator sees a pattern of this type of behavior in other classes as well and calls the parent and student in for a required parent conference. During the conference, the student admits that he is very upset because a close friend has been incarcerated. The student meets with his guidance counselor, who helps him draw up a behavior plan to address his needs.

Day 4: Good ole Homer comes in and disrupts class again.

The teacher may continue to deal with this as a 4th offense.

Common Questions about the SIR Process



Question 1: How do I know the difference between Teacher-Managed and Office-Managed Behavior?

- Use the Behavior Graphic to decide (see page 2-10).
- Ask yourself: Will the behavior cause immediate harm to the student herself, other students, or me? If not, it is most likely teacher-managed.
- Consult your department chairperson or an administrator for assistance.

Question 2: If the behavior is teacher-managed, what options do I have to deal with the behavior?

- Use the LHS Consequences to decide (see page 2-11). These are suggested options for working with students.
- If Level 2 is applicable, write an SIR.

Question 3: What is the process to fill out an SIR?

- Use the checklist below to guide the process:

SIR CHECKLIST

1. Discuss the problem behavior with the student.
2. Decide on a consequence and discuss with the student.
3. Make parent contact (phone call, email, or in person).
4. If this is the 3rd offense, complete an office referral (be sure to note dates of previous interventions).
5. Distribute copies of SIR as follows:
Top - Student
Bottom - Data Clerk (Mr. Mossman)

**Remember: Dialogue with the student and parent regarding the problem behavior and determined consequences is required throughout the discipline process.

Question 4: Is there ever a time when I go directly to an office referral?

• There is a significant difference between major and minor disruptions. Major are those behaviors which can be considered aggressive, whether it be verbal or physical in nature. Minor are those which are still considered inappropriate, but non-aggressive. If a student engages in a major disruption then a teacher can directly confront this behavior with an office referral.

Teacher discretion is the key to differentiating what does and doesn't constitute aggression. It is also the key to determining exactly how to deal with various major disruptions; i.e. Should the student be sent directly to the office? Can another less restrictive solution be used? etc.