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Staff Agreement

Gamble Montessori Staff Agreement

for working COLLABORATIVELY and SUPPORTING each other:

We will utilize EFFECTIVE COMMUNICATION, which is grounded in RESPECTFUL AND PROFESSIONAL CONVERSATIONS.

We will STRIVE FOR EXCELLENCE while maintaining POSITIVE INTERACTIONS AND ATTITUDES and providing each other with INSTRUCTIONAL SUPPORT.

We will have empathy for each other, and be open to seeing and celebrating each other’s unique and different perspectives – including cultural ones.

We will give each other the benefit of the doubt and assume good intentions.

Gamble Montessori High School Vision and Mission Statement

Vision

Incorporating Montessori principles, we will create an enriching academic environment and a diverse, nurturing community that allows us to achieve our limitless potential.

Mission

We seek to help each other develop as thoughtful, intelligent, inclusive human spirits who contribute to the stewardship of our community.

Core Values

Community, Hard Work, Learning, Peace, Respect

Inclusionary Practices

Gamble Montessori High School is an inclusionary practices school. We are committed to the guiding principle of 'least restrictive environment' as defined by Board Policy 5146: "To the maximum extent possible, children with disabilities shall be educated with children who do not have disabilities; special classes shall only occur when the severity of the disability is such that education in regular classes with the use of supplementary service cannot be achieved."

Daily Operations: Policies and Procedures

Teachers' Day

The school day begins at 8:45 a.m. and ends at 3:45 p.m. for a total of 7 hours. Included in this day are a 30-minute lunch period and two preparation periods, one for individual preparation and one for team planning and responsibilities.

Staff meetings generally occur on Mondays after school in accordance with the contract. It is the teacher's professional responsibility to attend all staff meetings. The second staff meeting of the month will be utilized as needed for professional development. Other Monday meeting times should be utilized for planning, grading, remediating, learning teams, or other school-related activities. Teachers are discouraged from scheduling meetings, practices, or other events that conflict with this professional schedule.

ILT meetings will generally occur on Thursdays after school unless a time is otherwise noted. All ILT members or their designees should attend every ILT meeting.

Meeting Schedule

Most meetings occur according to the following schedule:

ILT	2 nd Thursday of each month (and 4 th Thursdays if needed) (4:00)
PSC	3 rd Thursday of each month (4:00)
Staff	1 st and 3 rd Monday of each month (4:00)
PTO	2 nd Tuesday of each month (6:00)
LSDMC	2 nd Monday of each month (5:30)

Teams are encouraged to meet regularly to manage assignments, plan learning projects and field experiences, discuss approaches to professional questions and situations as an IAT, implement student achievement strategies, handle discipline, and plan celebrations for their students and each other. Each team leader is responsible for making sure that dates, times, agendas and minutes for their team meetings are maintained and shared, using a format provided and/or approved by the principal. ILT agendas and minutes will be distributed to all staff members in accordance with the CBA. All employees are asked to read the minutes to keep abreast of school issues, decisions and responsibilities.

Attendance and Tardiness

Attendance and punctuality is of the utmost importance to our school community. We depend on everyone to be in his or her classroom or designated duty location each and every day, on time. Any personal business should be taken care of prior to the start of the workday, during breaks, or at lunch. In the event that attendance, tardiness, or other issues become a concern, appropriate disciplinary steps will be taken. Teachers are required to sign in and out, and notify the office if leaving during the school day. Instructor assistants and other non-certificated or hourly personnel MUST sign in and out with Cathy Deters at the beginning and end of each day, per state employment law.

Instructor Assistants' Day

Instructor Assistants (aka IAs) are crucial to the success of our students and school. We view the instructor assistants at Gamble as an integral part of our Montessori program. Instructor assistants

hold significant roles in the instructional program and during transitional times of our school. Instructor assistants provide a level of intervention when working with individual or small groups of students. While much of their time should be spent working directly with students, observing students, or assisting students, IAs also should be utilized in helping teachers set up lessons. This can include setting up a particular lab or preparing and putting away instructional materials. Instructor assistants should NOT be expected to be solely responsible for a subject or grade level of students except as a sub in an unusual situation, nor should they be expected to present lessons that are new to students. Teachers should utilize the skills of instructor assistants to reinforce and supplement what the certified classroom teacher has already taught. IAs can also be utilized to do any / all tasks that a secondary teacher needs to do that are not directly related to instruction, including maintaining certain records, making phone calls, and scheduling conferences. This allows the teacher to spend most of their time improving instruction for the students. Teachers should provide a plan for their instructor assistants' daily work that matches the strengths and skills of the IA. The instructor assistants' days will vary by individual contract and assignment.

Instructor Assistant Responsibilities

collaborate with other IAs

monitor students during meals and dismissal

assist teachers with student assignments

prepare instructional or enrichment activities

maintain student records with the guidance of the classroom teacher

communicate positive messages within the school and community

function on school committees

perform other tasks as assigned by teacher or administrator

Appraisal for Instructor Assistants

Teachers have the responsibility of completing the appraisal of their instructor assistants. By the end of the second week (9/4), each teacher/instructor team must jointly establish goals and objectives for the school year. A mid-year conference is held by January 14th to review job performance for the first half of the year. A final assessment should be completed by May 1st. After each conference, a signed copy of the goals and evaluation should be provided to the office. A list of IAs, their supervisors, and the evaluation timeline will be provided at the start of the year.

Professional Staff Dress Code

Professional, comfortable dress is required for all staff members. Please make sure that all clothing is appropriate for a school environment and in accordance with appropriate dress for students. Shorts are permitted when the weather is unseasonably warm or on a field trip. Clothing should be presentably clean and neat, and not revealing. We are serving as positive role models for students.

Appropriate Content

As professionals operating during the day in the place of parents, teachers are responsible for being sensitive to the needs and desires of our parents. This is especially true in how we present (and whether we present) certain material to students. Teachers should involve parents by raising their awareness in advance when content will involve profanity / obscenities, nudity / sexuality, violence, or discussions of racial / sexual or other identities, and decisions should include an awareness of the MPAA rating, but should not be driven entirely by it. Suggested modifications for potentially inappropriate content include providing a summary of what occurs, or providing alternative content during that scene or lesson for students affected.

Recording Student Attendance

Attendance is recorded in the computer each class period by the classroom teacher or instructor assistant. Paper attendance on a checksheet or class register is not considered official attendance. The computer must accurately reflect attendance for every class; errors should be reported to the appropriate office personnel promptly.

Lesson Plans

Rationale: "The teacher's task is not to talk, but to prepare and arrange a series of motives for cultural activity in a special environment made for the child." Maria Montessori in The Secret of Childhood.

Student learning is facilitated by teacher planning. The prepared teacher plans lessons for all classes taught that reflect and/or account for the Montessori curriculum, content standards, and individual needs of students. A daily agenda, including activities, assignments, and the standards addressed, is posted in the prepared classroom for students daily and reviewed with students early in the lesson. While teachers will be asked to submit evidence of daily and weekly preparation for instruction, including lesson overviews, it is far more important that the agenda is presented to students daily.

Written lesson plans, in a form approved by the ILT, must be collected in a binder on the teacher's desk, available for viewing during observations or other times. Plans should include at minimum what the students are expected to learn, the activities, and the means of evaluating whether the students mastered the lesson. This should be handled in daily formats, but should fit into a complete cycle plan. Refer to Bloom's Taxonomy for performance objectives that cover all higher levels of thinking, and to the writings of Maria Montessori and other similar authors to make sure you are meeting the social and developmental needs of the adolescent with each part of your lesson.

Homework/Grading Policies

Rationale: In my experience, the most impressive teachers are those who despise the whole process of giving grades. Their aversion, as it turns out, is supported by solid evidence that raises questions about the very idea of traditional grading. – Alfie Kohn

Homework should be given on a regular basis. It is an integral part of our students' learning. Therefore, homework needs to be related to our students' classroom studies. Establish a system for checking in assignments that denotes the importance of follow-through. While every assignment need not be painstakingly checked and commented on by the teacher or IA, it is important that each assignment – homework, shelfwork, and project work - contributes demonstrably to the student's development. Some form of prompt feedback should occur for every assignment, including but not limited to: teacher comments, peer comments, self-checking, or checking-in for completeness. Teachers are encouraged to plan units of study including all anticipated work and due dates in advance, and to post and provide copies of these plans to students.

Teachers are encouraged to create a grading policy with your team that includes:

1. types of papers to be graded and sent home;
2. how homework is valued in the course; timeliness of returning papers with commentary and suggestions to students and parents;
3. how Montessori lessons and classwork will be valued;
4. how will you communicate this practice to parents;
5. notification that, consistent with CPS expectations, grades will be entered in Powerschool

within 10 days of the assignment collection date.

6. the practice of recording as quickly as practical whether an assignment has been turned in or not (but not necessarily a grade);

A copy of this policy should be provided to parents, and to Mr. Jose, the first week of school.

Environments

Rationale: "The first aim of the prepared environment is, as far as it is possible, to render the growing child independent of the adult." Maria Montessori in The Secret of Childhood.

It is extremely important that our classrooms represent order. Clutter and excessive materials distract students from learning. Please establish procedures for involving students in the daily care of the classroom environment including, but not limited to, cleaning and straightening shelves, organizing materials, recycling materials, and cleaning off work areas.

Please close and lock windows and doors at the end of the school day. Please do not prop outside doors open. If a door must be left unattended, it should be closed securely. This is for security purposes. Take care when securing posters or other items to walls to do so in a safe, secure, and non-destructive way. If you need the plant operator to repair anything in your classroom, please fill out a work order form, found in the forms drawer, and place it in his mailbox.

School Day

Rationale: A real community is constructed over time by people with a common purpose ... it is precisely the commitment to make a community that helps these things happen. Alfie Kohn in Beyond Discipline.

One of the responsibilities of all Gamble Montessori pupils is to avoid any activity that would endanger their health and safety. The following rules were developed to help each student better understand the above objective. Each teacher should understand and frequently discuss the rules with their class.

- Students should plan to arrive at school **no earlier than 8:00 a.m.**, but not later than 8:40 a.m.
- The lunchroom is open from 8:00 – 8:40 a.m. so that eligible students can participate in the school breakfast program.
- Morning bells will ring as follows:
 - 8:30 a.m. to indicate the end of the "holding" period; staff in the halls to encourage students to gather supplies for first bell and beyond,
 - 8:40 a.m. indicating that students should go directly to their classroom, and
 - 8:45 a.m. indicating the start of the school day, teachers in their rooms.
- Students will use quiet indoor voices and walk on the right side while in the hallway.
- Students will verify permission with a hall pass to be in the halls during class time.
- Students will leave all toys, gum, candy, make-up, electronic devices, and other non-learning materials at home or in their locker.
- Students may bring water in a clear container and fruits or vegetables if a snack is desired. Without specific permission, all other foods and beverages are to be kept out of classrooms.
- Students will be prepared for class and will complete all class work and homework on time.
- Students will only touch others in appropriate and positive ways:
 - Handshake
 - High five or low five
 - Hand on shoulder or elbow
 - Quick, platonic hug

Outside monitor(s) should encourage students to refrain from activities that include shoving, tackling or other roughhousing. Students should remain in sight in the field or pavement, though they should be encouraged to stay away from the cars.

Dress Code

Students at Gamble Montessori are expected to dress in a manner that is not distracting to the learning process. We ask that all teachers review the following guidelines with their students:

“Within broad limits, dress and appearance are considered personal taste. Appropriate clothing and apparel, however, are required to be worn at all times. These limits generally relate to health, safety, and professionalism. Students are expected to maintain an appearance that is not distracting or found to be disrespectful. **Parental support is very important.** When dressed inappropriately, the student will be offered appropriate clothing or the student will wait in the office until appropriate clothing can be obtained. A parent-administrator conference may be arranged.

The following guidelines have been established at GMHS.

- The 3 “B” Code: No Bottoms, Breasts, or Bellies. Outer clothing must conceal undergarments including bra straps, underwear, and shorts worn under pants.
- Pants must be worn at the waist.
- Tank tops may be worn if the straps are at least the measure of two fingers in width.
- No headwear, including: hats, scarves, dew or ‘do rags, bandanas, hoods, headbands, etc.
- Clothing or accessories are not permitted to have obscene, offensive, or suggestive gestures, words or pictures. This includes any reference to alcohol, drugs, tobacco, and violence.
- Skirts and shorts must be approximately mid-thigh in length, extending to or beyond the fingertips with arms extended.
- Leggings may be worn with a shirt/blouse that is long enough to cover the hips.

(dress code policy adopted at ILT on August 15, 2013)

Every staff member is responsible for enforcing the dress code. While some issues may come up where there is genuine confusion or disagreement about the code, we send a strong message when we consistently enforce these rules. Also, knowing that students are very self-conscious about their appearance, staff is requested to handle dress-code violations with discretion. Staff is encouraged to seek out other staff to handle gender-specific issues such as drooping or excessive cleavage (e.g. A male staff member might ask a female staff member to address a female student who is showing cleavage.)

Class Transitions

During transitions, all staff members are encouraged to assist in monitoring the halls. Staff should model appropriate behavior by greeting students by name quietly and politely. Teachers are encouraged to be a presence in the hall to help students take personal responsibility for their behavior and are expected to address student misbehavior.

Please show consideration for other teachers by ensuring that students are ready to move on time to their next class. Please utilize all available time so students are not waiting for an extended period of unproductive time before changing classes.

CPS Administrative Procedure 5517.01-1
Bullying and Other Forms of Aggressive Behavior

To maintain an environment conducive to learning and protects the health and safety of the school community, administration is directed to investigate incidents of reported bullying and other aggressive behavior.

Reporting

- Teachers and other school staff who see acts of harassment, intimidation or bullying shall promptly notify the building principal of the event(s) and submit a written report. A complaint should be specific including: identification of person(s) participating in the bullying as well as the person(s) being bullied, names of witnesses, location, date and time, and the bullying behaviors observed.
- Teachers and other school staff who receive student or parent reports of suspected harassment, intimidation or bullying shall promptly notify the principal. Students who make complaints may request that their names be maintained in confidence by employees.
- Students deliberately making false reports of harassment, intimidation or bullying is strictly prohibited and shall be disciplined.

Investigation

- Under the direction of the building principal, all complaints shall be investigated promptly.
- In evaluating conduct for harassment, intimidation or bullying, special attention should be directed to the words chosen and/or the actions taken, whether such conduct occurred in front of others or was communicated to others, how the harasser interacted with the person being harassed, and the motivation, either admitted or appropriately inferred.
- A written report of the investigation shall be prepared by the principal when the investigation is complete. Such report shall include findings of fact, a determination of whether acts of harassment, intimidation or bullying were verified, and a recommendation for intervention, including disciplinary action.
- Parents or guardians of any student involved are to be notified, and to the extent permitted by the "Family Educational Rights and Privacy Act of 1974," 88 Stat. 571, 20 U.S.C. 1232q, as amended, have access to any written reports pertaining to the prohibited incident.

Consequences

- Verified acts of harassment, intimidation, or bullying shall result in intervention by the building principal to ensure that the prohibition against harassment, intimidation or bullying behavior is enforced and prohibited behavior ceases.
- When verified acts of harassment, intimidation or bullying are identified early and/or when verified acts do not require a disciplinary response, students should be counseled.
- A suspension to A2S/A2E may be imposed only after informing the student of the reasons for the proposed suspension and giving the individual an opportunity to respond. When acts of harassment, intimidation and bullying are verified and a disciplinary response is

warranted, students are subject to the disciplinary consequences as stated in the District's Code of Conduct.

- Complaints received by students who request anonymity shall be reviewed and reasonable action will be taken to address the conduct. When discipline is warranted, action may be taken that (1) does not disclose the source of the complaint, and (2) is consistent with the District's Code of Conduct.

Education

- The school shall educate students about harassment, intimidation and bullying. The school shall strive to eliminate prohibited behaviors through class discussions, counseling and reinforcement of socially appropriate behavior.
- Teachers and other school staff shall address promptly whenever observing student conduct that has the purpose or effect of harassment, intimidation, or bullying other students or school personnel.
- To the extent that state or federal funds are appropriated for the purpose, the Board of Education will provide training, workshops, or courses on the district's harassment, intimidation or bullying Board Policy to school employees and volunteers who have direct contact with students and are not subject to section 3319.073 of the Revised Code.

Dismissal / After School Supervision and Security

In order to promote a safe and secure after-school environment at Gamble, while encouraging involvement in appropriate after school activities including sports, clubs, detentions, and academic help sessions, the following procedures will be followed:

Students:

- ***Make plans*** for after school ***prior to dismissal***,
- ***Make arrangements for transportation*** promptly at the conclusion of the activity,
- After the dismissal (3:45) bell, run all errands (locker, restroom, bake sale) promptly,
- ***Arrive in your location prior to 4:00***,
- If participating in a home game in the gym, take all your possessions for dismissal. Re-entry is not permitted.
- When dismissed (when your ride arrives) move purposefully to the exit,
- Students in the building but NOT in an activity after 4:00 are subject to discipline,
- ***Students may not leave then re-enter the building.***

Coaches, advisors, and teachers:

- Clearly articulate to parents and students the ***location*** and ***end time*** of your activity,
- Be in that location and accepting students prior to 4:00. ***Close your door at 4:00***,
- Provide interventions for students arriving after 4:00,
- Accept only those students you are willing to supervise for the duration of the activity,
- If a student must run an errand, ***write them a note*** (planner preferred but not required) that includes the time, date, destination, and your signature; ***no errands between 4:00 and 4:10***,
- Remain with your students until the last parent arrives or as long as is practical after the planned conclusion of the event. ***Report chronically tardy rides to administration***, along with your attempts to remedy the behavior. Administration will provide responses to tardiness including parent contact and exclusion from the activity.
- Dismiss students from your supervision only when their rides arrive.

Parents:

- Confirm in advance your child's intent to stay after school,
- Make plans to arrive promptly at the conclusion of the activity,
- **If an emergency arises** and you will be delayed, contact the coach, advisor, or teacher by calling their phone or by calling your child's phone and speaking with the supervising adult,
- If necessary, verify attendance by having your child secure the **advisor's signature in their planner** on the day of the activity.

Hall Sweeps:

- After school **hall sweeps will happen regularly at 4:00**, conducted by security,
- Students not in an activity will be swept to the front hallway, where **their names will be recorded** and they will be encouraged to immediately contact a parent,
- Those conducting the sweep may escort students to supervised locations based on student academic needs and eligibility.

Home Game Days:

- Students will be expected to make arrangements for supervision in advance (with a teacher or coach) **OR go home and return at game time**,
- ALL basketball games are in the varsity gym. **Doors will open 30 minutes prior** to the first game,
- **Students may not leave and re-enter** the academic portion of the building.
- **Doors should NEVER be propped open** for the purpose of re-entry, as this creates an unsafe situation for everyone.

Student Recognition

We encourage **all** students to:

- Consistently follow classroom and building expectations and rules.
- Complete classroom and homework assignments to the best of their ability.
- Be a positive role model for others as a good citizen and responsible student.
- Be respectful of self, others and the environment.

Students who exhibit positive academic efforts and positive school behaviors should be recognized regularly by school staff with the goal of helping each student move from external rewards to an internal peace, happiness and self-confidence.

Cincinnati Public School's Code of Conduct

A District-wide Code of Behavior Conduct booklet is sent home to parents. It states the district's rules and the consequences that will result from breaking those rules. Teachers are asked to discuss appropriate school behavior with their students during the month of September and revisit these discussions throughout the year as necessary, utilizing this booklet as a resource as needed. Parents are asked to discuss the information contained in the booklet with their children as well.

Less Frequent Events and Responsibilities

Money and Collections

Student fees are to be collected by the homeroom teacher for the first week of class only. Students presenting student fees after that time should be directed to the office at an appropriate time during class or during the day. Any teacher who collects money for any purpose is required to keep a record of students who have paid and the amount paid using the system provided by the office. **All money is to be turned in to the office every day by 12:00 noon.** You are legally personally responsible for any money that has been collected by you until one of the above procedures has been taken, and the money is in the hands of the cashier. It is a violation of district policy to hold student money in your room overnight.

To meet the daily deadline for deposits, teachers should do the following:

- Encourage students to make all payments in the morning
- Refuse to accept student pay-ins after the daily deadline
- Provide pay-in time each morning if a trip is planned or a fundraiser is ongoing
- Schedule specific days for the collection of anticipated funds
- Take collected money to the office immediately (utilize an IA or another teacher for class coverage, or use a teacher on a prep bell for the money collection)

Pay-in sheets will be made available for your use. They are to be filled out by the teacher. A copy will be returned after the cashier checks in the money. The teacher must issue a receipt to each family for fundraisers, field experiences, or any other payment.

Field Experiences

Extending learning beyond the walls of the classroom and school building is an integral part of the Montessori program. Please follow the procedure defined below when planning field trips.

- Submit field trip request forms **at least 6 weeks** in advance for approval by administration. These forms should be filled out for any event which takes students to another location or necessitates students missing the cafeteria lunch.
- Anyone planning a field study should first consult the online school calendar to verify that the date is available and not in conflict with other plans.
- Forms will be returned to teachers and approved trips will be placed on the calendar. Report any changes in plans to the office ASAP.
- Complete all requests for bus transportation and give to the appropriate office staff member. When the bus has been secured, a confirmation will be returned.
- Notify the lunchroom manager of the date your class will be having the field trip or any experience for which a class set or more of students will not be eating in the cafeteria.
- Submit field trip money daily in accordance with pay-in procedures in advance of trip.
- Please leave a cell phone number with the office on the day of the field trip, for emergencies.

Field Study / Intersession Guidelines

The teacher is responsible for planning an intersession that meets the following guidelines and/or includes the following valuable components:

1. Teacher creates a ***student packet*** with the following components:
 - A. Course description – A detailed, interesting, and inspiring description of the course; a short version of this should be made available for the brochure.
 - B. Guiding questions of 3 types –

1. Practical questions help students make connections between the intersession course content and their personal lives (ex: What are the steps involved in preparing for and actually docking the boat? What other transition times occur during the course of the day that require team work? What is your role during these transitions? Be specific.)
2. Introspective questions that nudge students to reflect on their personal responsibility to the group and the larger focus of the intersession. (Ex.: In what ways have you noticed the concept of interconnectedness play out in our intersession community? The activities? The readings? Give specific examples of how you have observed your own part in the interconnectedness of all things.)
3. Extrapolating questions encourage the student to take what they are learning from the intersession and put the emotional and practical skills into use in their own lives. (Ex.: What are you learning that makes you feel hopeful about the world and your place in it? In what ways do you think these things will show up in your life after intersession?)

C. Leadership rubric – the teacher, perhaps in collaboration with the students in the intersession, sets a list of expectations for the types of behaviors that will insure the success of the course.

D. Course objectives – clearly written objectives are the focus of the required student work and accompanying activities.

E. Course required assignments- as clearly as possible, the weights and/or values of each assignment should be articulated in advance, which should combine with the leadership rubric to provide the final intersession grade.

F. Course schedule, articulating as clearly as possible each day’s schedule, with details of meeting times and places, and required supplies or preparations.

2. Teacher reviews the **leadership rubric** and the objectives of the course with students.
3. **Students self-assess** during the course. Students regularly turn this self-assessment in to the teacher who is also evaluating the student, and the student and teacher meet to discuss the assessment during the intersession. This procedure serves as a reality check and a support to get on track or stay on track. The teacher’s assessment is always the final grade.
4. **Community-building** is always an important goal of intersession. Community-building activities should be planned as part of the course. Examples of community-building activities include group initiatives, cooperative games, and group problem-solving.
5. **Community service** is to be arranged for each intersession and should, if at all possible, be a logical extension of the objectives, goals, and themes of the intersession. (Ex.: Students in a Latino Culture Intersession might volunteer at Su Casa, a group dedicated to supporting Hispanic members of our community.)
6. **Personal reflection** is an important goal of intersession. Some time can be scheduled each day for “solo time” (about 45 minutes to an hour) in which students are expected to journal or just be alone and quiet – separate from electronics. A personal journal is traditionally a component of each intersession course.

7. **Seminars** on inspiring and complex related works of writing, art, or music should be planned. These should stretch the students to think about the deeper meaning and values embedded in the intersession, and should incorporate the intersession guiding questions.
8. **Experts** who love their work should be included in the intersession to provide inspiration for the students.
9. **Grace and courtesy lessons** should be part of the intersession, and should provide skills applicable to the specific speakers and locations utilized by the intersession. (Ex.: Students traveling by plane should be given the opportunity to learn and practice airport and airplane etiquette.) Care should be taken to provide opportunities for participants to formally thank speakers and other experts encountered during the intersession. Students should be taught and expected to show respect to everyone, especially those who work with them, and keep a notebook and pen/pencil handy to take notes at all times.
10. Courses have a **minimum of 70 hours of instruction time** and no less than 10 class days unless determined otherwise by ILT. Each intersession course is worth .25 Carnegie units. There should be academic and homework components, even/especially for lab courses conducted entirely in the field. Weekend and overnight time can be considered in the determination of hours.
11. Each student should compile **an organized book or project with written components** to display all the work accomplished during the intersession. The book will also contain the students' self-evaluation and personal reflection or journaling. Journaling can include written reflections about an event, responses to specific questions, sketches of important places, and other structured responses. This takes some time to put together during or at the end of the course, and could build on a re-compilation of the provided course packet. Time to complete this work should be incorporated into the schedule. Sometimes overlooked, this is a hugely important part of the course. We know that students refer to these books for years to come.
12. There is a **culminating celebration** of the completion of the course, the students' hard work, and the community that has evolved during the course of the intersession. This can involve food, skits, presentations, and more. The celebration should acknowledge each student and provide closure for the intersession. Some provision could be made for a final "presentation" suitable for display, perhaps at an end-of-the-year school-wide
13. The **budget** for the course is managed and documented carefully by each supervising teacher. This work should be done according to the guidelines provided by the district, with careful observance of deadlines.

Scheduling Your Intersession

It is very important that on-campus courses follow the daily scheduling guidelines that are established by the high school team(s). On-campus intersessions are to begin at the start of the typical school day and to be held on the regular school days that the rest of the school is in session. Classes may be held on weekends if needed, and may extend or flex the school day or include overnights. Note that the supervising teacher is responsible for the students at all times. Students are to take lunch with their intersession teacher and to be supervised in the hallways or outdoors.

Because intersessions are fun and the structure is different than usual, it is tempting to be lax on the ground rules; however, the opposite is true. This is the most important time of all to run a tight ship.

Off-campus intersessions last a minimum of 10 days and may schedule the final days of intersession off if weekends have been used as intersession time. While it is preferable that an individual teacher has planned an intersession on location, for financial reasons it might be necessary to utilize a tour agency. As much as possible, the teacher shall experience and plan parts of the trip in advance during summers or other vacations.

Guidelines for Adult Chaperones on Field Studies

Field studies are designed to enliven the learning experience for the child by making connections to the world in which we live. Field studies, by their very nature, create challenges to which the child must rise, opening his or her mind to the wonders of the world, and changing his or her life for the better. In order to maximize the potential of the intersession, the adult must prepare himself and the coursework with great care and attention to detail.

The following guidelines may make the role of the adult clearer.

The chaperone will:

- Be available to meet for planning sessions with the teacher in charge of the field study
- Take full responsibility for supervising students and checking work
- Not be a parent of a child on the field study (unless necessary – then provisions are made to separate the student and parents, allowing the student to have their own experience.)
- Accept that the teacher does the final evaluation and assigns the final field study grade to the student
- Understand that field studies are not vacation. Chaperones are working as instructor assistants on the intersession, and as such, are on the job at all times.
- Be sensitive to the fact that field studies are an opportunity for students to understand the value of hard work. Do not cut slack on expectations.
- Follow the directives of the group, as does the teacher. For example, chaperones should write or journal when students do the same, take solo when it is time, listen and avoid side conversations when someone is speaking, take notes when someone is speaking, etc.
- Allow students the opportunity to grow up by meeting the challenge of solving problems for themselves. Do not pack “extra” to save them when they have forgotten something. Let them figure out what to do. Do not fall into a parenting role or the role of problem-solver.
- Keep a professional demeanor, especially under stressful times. Any issues or disagreements that may arise between adults or between adults and children will be handled privately; never in front of students.
- Defer to the advice of the teacher in the event that a child needs discipline or correction.

Early Dismissal of Students

No pupil is ever sent home during the school day without permission from the office. This includes going home sick. While a teacher or IA may assist with contacting parents, the office must provide permission if a student is going home early for any reason.

When sending an ill student to the nurse, always send a note in the student's planner. It should have the student's name, room number, and your signature. Always state on the planner what the problem is. If you have doubts about the complaints, use the word "claims" (headaches, etc).

No pupil may be sent on an errand that involves leaving the school grounds without permission from the office. Students should never do personal errands for staff such as carrying lunch trays, getting items out of cars, etc.

Parent Contacts/Conferences

Rationale: "[T]he authority of parents ... comes from the help they are able to give their children." Maria Montessori

We want to establish positive relationships with our parents. Parental contact should be made on an ongoing basis to give parents positive feedback, as well as expressing areas of concern. Send mid-term reports to all parents **and** call to discuss comments you may have concerning their child.

Establish conference availability early with your parents, preferably as part of a team letter. Provide multiple contact times and methods (email address, school phone number, etc.) including best time to call.

Teachers are asked to maintain a parent contact log. This log should contain the date of contact, what was discussed, and should clearly indicate what steps (if any) need to be taken next by all parties. This log might also contain information about the time of the contact and the method (call, parent dropped in, conference etc.) and other data.

With active participation in the Parent Teacher Organization (PTO), the Gamble Montessori Foundation, and Local School Decision Making Committee (LSDMC), staff members can bridge the gap between home and school and establish on-going cooperation and assistance with parents. Such relationships will enhance the educational program of the school. Therefore, teachers are encouraged to be contributing members in these associations. Representation from each team is requested. Each team has a unique contribution to make to these organizations.

Parent Conference Checklist:

- Notify all parents well in advance
- Follow up personally with key parents to assure attendance
- Plan for having doors open and being welcoming (student chaperones / signage)
- Turn in sign-in sheets to office the next day
- Prepare necessary documents including:
 - Sign-in sheet
 - Conference checklist
 - Mid-term or grade sheet
 - Student-led conference sheet

Textbook distribution and collection

It is the responsibility of the teacher to maintain accurate records regarding the distribution and collection of textbooks and other valuable resources. Teachers are advised to develop a system that clearly identifies materials and when, to whom, and in what condition they were loaned. This system should also account for when and in what condition the material was returned.

Office Referrals

Rationale: "Students are more apt to trust [the teacher] and go along if blind obedience is the exception rather than the rule in her classroom." Alfie Kohn in Beyond Discipline

Teachers should make every effort to make clear the classroom expectations and procedures and clarify how following them benefits the community. Student behavioral lapses should be addressed using a continuum of responses that match the seriousness of the infraction. Sometimes, however, a student's misbehavior might warrant immediate administrative intervention.

Teachers and instructor assistants should write discipline referrals after following the steps in the discipline plan when a student is uncooperative or commits a serious infraction. Referrals should be filled out as completely as possible. Specific details of the incident (what was seen or heard) and what corrective actions were taken should also be included.

Additional IA position budgeted by the district will be used as an ISS/Reflection Room monitor.

- Teachers who need to remove a student from class will direct this student (with accompanying paperwork) to report to Room 1117. Teachers will call this classroom to notify the monitor that the student is being sent there.
- Teachers will continue to have the option of having the student return after appropriate completion of a reflection form, or at the end of the bell.
- Longer assignments to this space (ISS) will be done by the administrator. (Forms for Recommendation for ISS/Removal/OSS (formerly Removal/A2S) have been updated and are available in the office.)
- For ISS assignments, the teaching team must provide appropriate work for the student as soon as possible, but no later than the bell that the student would have been in that teacher's classroom.
- These students will be provided with a packed lunch from the cafeteria. (ISS monitor will need to notify lunchroom staff.)

If the concern is urgent and the student needs to be removed immediately, send the student to the office or call for assistance. Please do not send non-urgent cases to the office.

Student Attendance

Rationale: In the first period (up to puberty) if he breaks the rule and arrives late for school or something, it is only an individual peccadillo; some adult may be upset and there the matter ends. But in organized society no infringement of law can be tolerated because it produces an upset of the whole organization. It is a different form of life that is lived in the group so closely knit together. – Maria Montessori, Oxford Lecture 1936.

Accurate attendance should be entered into the computer every day by the end of second bell (for bells 1 and 2) and again by the end of the day. It is preferable that it is entered near the start of every class, though this might not always be practical. The office will endeavor to contact home for every student marked absent for bells 1 and 2. We are held accountable for student attendance in the School Accountability Plan, so it is CRITICAL that attendance records are accurate and that all absences are documented and verified. If an error is discovered, either in the database, or in your own or another teacher's recordkeeping, please report it promptly to the office.

Students are required to bring a note from their parent or guardian explaining each incidence of

absence or tardiness. Please make the collection of notes a part of your morning routine. Encourage students to bring those notes to the office prior to the start of school on the day of their return.

Please emphasize the importance of good attendance with students and parents. Pupils with poor or irregular attendance should be referred to the visiting teacher.

Tardiness has been a continuing problem at our school. You can help by stressing timeliness and beginning your class meetings promptly at 8:45 a.m. Let families know the importance of arriving on time so that students do not miss the class agenda setting, morning meeting, work time, or other important information.

Cumulative Records

Cumulative records will be kept in the office and are valuable sources of information for teachers looking to learn more about their students. Teachers, IAs and the office should work together to make sure that records are kept up to date. If a student in your class is withdrawing, has moved, or has experienced other significant changes that might affect recordkeeping, please notify the office.

Sick Leave

All employees are entitled to cumulative sick leave, the provisions of which are defined in the CBA. A staff member who has used excessive sick leave days or has significant consecutive days of absence due to illness will be required to provide a physician's statement justifying the absence. Every teacher should create and submit to the office an emergency sub folder that includes a complete plan to be implemented in the unfortunate case of an unplanned absence.

If you are going to be absent and you will need a sub, contact Cathy Deters prior to 6:00 a.m. You may call Jack Jose at 207-0010 in the evening up to 10:00 p.m. before the intended sick day if you know you are too sick to report to work the next day or if you have a sick child at home. If leaving a message regarding your absence, please speak clearly and give all pertinent information (i.e., a brief reason for your absence, if a sub is needed, where lesson plans and any important student information is located).

Every effort should be made to schedule appointments outside of the school day. If an appointment needs to be scheduled during the school day, you may use a sick day or a portion of a day. If you need to leave school within the school day, you need to fill out an advance leave form that will need administrative approval. If you know of the leave ahead of time, please fill out the appropriate leave form at least one day in advance.

Please be sure to call Cathy Deters before 3:00 P.M. to let the staff know if you will be returning the following day or not. This allows her to know whether the services of the substitute should be continued. It is easier to keep a substitute than to try and get one the next morning.

Personal Leave

Personal Leave shall be granted upon notification to the principal three days prior to leave on Tuesday through Thursday. **The CBA requests ten days prior notice for a leave on a Monday or**

Friday, the day preceding or following a recess or holiday, or any day in May or June.

Substitute Folders

Substitute folders should be prepared at the start of the year and kept in your room in a location that is easy to locate, in a form approved by the ILT. Your lesson plans for the next day should be included if possible, or a “stand-alone” lesson in the case of an emergency absence. These should be sufficiently detailed to be helpful.

In substitute folder keep:

- a copy of your classroom procedures
- current class lists
- referral slips
- lesson plans containing sufficient information and detail to be of assistance
- master schedule clearly marking your classes, prep bells, and duties (if any)
- instructor assistant’s responsibilities (if any)
- copy of Fire Drill, Tornado Drill, Lock Down and Shelter-in-Place procedures.

Auditorium Use

Classes should enter/exit an assembly in a quiet, orderly fashion. Students should be encouraged to use good audience manners. Teachers should sit with their classes to model and encourage appropriate behavior while discreetly correcting inappropriate behavior. The administrator or teacher should dismiss classes in an orderly fashion.

Positive School Culture

As part of our positive school culture plan, we have established the following expectations in frequently used portions of the school. Please refer to this chart if you have questions about the expectations for students in a given area of the school.

CLASSROOM EXPECTATIONS

Learning

- SLANT
- Be on-time and prepared for class
- Accept feedback about work or behavior in a positive way
- Consume only fresh fruits/vegetables and water

Hard Work

- Answer all questions and complete all assignments to the best of your ability
- Stay on-task and engaged in activities and assignments

Respect

- Be considerate of:
 - others’ personal space
 - others’ work time
 - community materials
- Always leave a place better than you found it.
- Wear appropriate attire consistent with the dress code.

Community

- Actively participate and contribute to conversation
- Acknowledge others’ work
- Make others feel that they belong and are valued

- Be in the proper place

Peace

- Practice positive communication skills
 - Be kind and polite
 - Wait your turn
 - Speak with an appropriate tone and volume
 - Compliment others
- Assist and problem solve
- Calmly address disagreements with others at the appropriate times
- Keep electronics turned off and put away

HALLWAY EXPECTATIONS

Respect

- Always leave a place better than you found it.
 - Put items in their place: trash, books, supplies, recycling, etc.
- Be considerate of:
 - others’ personal space
 - others’ work time
 - community materials
- Be organized and efficient
- Wear appropriate attire consistent with the dress code

Community

- Move quickly and purposefully through the hallway
- Minimize socialization
- Make others feel that they belong and are valued
- Be in the proper place

Peace

- Practice positive communication skills
 - Be kind and polite
 - Wait your turn
 - Speak with an appropriate tone and volume
 - Compliment others
- Assist and problem solve
- Address disagreements calmly with others at the appropriate times
- Keep electronics turned off and put away

FIELD EXPERIENCE EXPECTATIONS**Learning**

- SLANT
- Be on-time and prepared
- Accept feedback about work or behavior in a positive way

Hard Work

- Answer all questions and complete all assignments to the best of your ability
- Stay on-task and engaged in activities and assignments

Respect

- Be considerate of:
 - others' personal space
 - others' work time
 - community materials
- Always leave a place better than you found it
- Be organized and efficient
- Wear appropriate attire

Community

- Participate and contribute actively to conversation
- Acknowledge others' work
- Make others feel that they belong and are valued
- Be in the proper place
- Make an effort to interact with and include new people
- Try new things and encourage others
- Provide safety for others

Peace

- Practice positive communication skills
 - Be kind and polite
 - Wait your turn
 - Speak with an appropriate tone and volume
 - Compliment others
- Assist and problem solve
- Address disagreements calmly with others at the appropriate times

CAFETERIA EXPECTATIONS**Respect**

- Always leave a place better than you found it.
 - Put items in their place: trash, books, supplies, recycling, etc.
- Be considerate of:
 - others' personal space
 - community materials
- Be organized and efficient
- Wear appropriate attire consistent with the dress code

Community

- Make others feel that they belong and are valued
- Be in the proper place
- Make an effort to sit with and include new people
- Take turns, maintain lines

Peace

- Practice positive communication skills
 - Be kind and polite
 - Wait your turn
 - Speak with an appropriate tone and volume
 - Compliment others
- Assist and problem solve
- Calmly address disagreements with others at the appropriate times
- Keep electronics turned off and put away

RESTROOM EXPECTATIONS**Community**

- Flush
- Wash Hands
- Place all trash in trash cans
- Keep surfaces free of writing

Peace

- Keep electronics turned off and put away.

OFFICE EXPECTATIONS**Learning**

- Accept feedback about work or behavior in a positive way

Hard Work

- Answer all questions to the best of your ability
- Stay on-task

Respect

- Always leave a place better than you found it
 - Put items in their place: pens, forms, trash, recycling, etc.
- Be organized and efficient
- Be considerate of:
 - Others' personal space
 - Others' work time
 - Office materials
- Wear appropriate attire consistent with the dress code

Community

- Minimize socialization
- Be in the proper place

Peace

- Enter office quietly
- Practice positive communication skills:
 - Be kind and polite [Use please and thank you; start requests with, "May I . . ."]
 - Wait your turn
 - Speak with appropriate tone and volume
- Greet people by name
- Address disagreements calmly with others at the appropriate time
- Keep electronics turned off and put away

Teach Like A Champion

Also as part of our positive school culture plan, we have established the following teacher expectations in class and during time with students. These concepts are explained fully in the book Teach Like A Champion by Douglas Lemov. Please see your team leader or principal if you have questions about any of these concepts:

- SLANT – S = Sit up, L = Listen, A = Ask and answer questions, N = Nod your head, T = Track the speaker with your eyes
- Threshold – Meet and greet each student as they enter your room
- Format Matters – Expect high quality work from every student
- Entry Routine / Do Now – Have established procedures, especially at the start of class, to maximize class time
- No Opt Out – When a student is asked a question, they should have to correctly answer it
- Positive Framing – Re-direct a student by reminding the student what they should be doing
- Explain everything – Explain the reason behind your decision, don't just say "No."
- Begin with the end – Start planning your unit by thinking what students should be able to do
- Warm / Strict – Be loving and caring, but always hold firm to the rules and expectations

How to Talk So Kids Can Learn

We must help the child liberate himself from his defects without making him feel his weakness – Maria Montessori.

As part of our efforts to align our Montessori beliefs with our best understanding of adolescent psychology and motivation, we engaged in a book study during the 2011-2012 school year. We read and participated in seminars discussing the book How to Talk So Kids Can Learn by Adele Faber and Elaine Mazlish. While no summary can take the place of a full independent and collective reading and discussion of a book, this summary of key points can serve as an introduction and reminder.

A.) Chapter 1: Dealing with Feelings

- Provide teens privacy when dealing with conflicts and/or issues
- There needs to be a shift in thinking - moving from "How do I fix things?" to "How do I enable a kid to fix things for his/herself?"
- We don't want to dismiss a child's feelings, but rather validate them with caring words. The goal is to identify one's thoughts and feelings, and allow them to express them verbally.
- You can acknowledge feelings with a word or sound (ex. Oh...Mmm...I see...)
- You can provide in fantasy what a student wants in reality.
- You can also accept feelings as you redirect a student's unacceptable behavior. The key is to show empathy.
- You must make sure that the student is heard and that they know they were heard before sharing your opinion.
- Focus on talking about a student's feelings. This is powerful as a child is able to release his/her feelings into the air.

B.) Chapter 2: We're Still Making Sure - How to Engage a Teenager's Cooperation

- Instead of giving orders to a child, describe the problem that presented itself.
- Instead of attacking the teenager, describe how you feel and ask them how they feel

- Instead of blaming the student, give the student information to work with so that they don't feel so bad about a situation. At these times, they're more than likely to assume responsibility for their actions.
- Instead of threats or orders, offer students a choice. Threats and orders often lead to resistance and/or rebellion. Substitute orders with a choice that suits your needs and their needs.
- Instead of a long lecture, say what you need to say in a few words. Long lectures often make kids tune one out. A short reminder focuses their attention and is more likely to engage their cooperation.
- Instead of criticizing and pointing out what's wrong, state your values and/or expectations. Teens are more likely to listen and live up to the expectations.
- Instead of angry reprimands, do the unexpected. Teenagers are sensitive to authority figures opinions and view of them.
- Instead of nagging, put your needs in writing. Students are less likely to respond to reasonable requests that are framed in a nagging way.
- How we handle the everyday, small stuff, lays the foundation for how we handle the big stuff.

C.) Chapter 3: To Punish or Not to Punish

- Some students become discouraged by punishment, leading to feelings of powerlessness and a lack of belief in self.
- Some students become more secretive and rebellious with punishment.
- In a caring relationship, there should be no room for punishment.
- Alternatives to punishment could include: 1) stating your feelings; 2) stating your expectations; 3) showing students how to make amends; 4) offering others a choice; and 5) taking action
- For real change to take place, our teenagers need to do their emotional homework, and punishment interferes with that important process.
- The goal is for parents/teachers to join teams with the student and find adequate ways to solve problems.

D.) Chapter 4: Working It Out Together

- Always invite a student to tell his/her side of a story. Remain calm, and most likely they will too.
- Sometimes we have to be willing to spend time in a kid's world. They simply want us to experience things with them and to share in the fun of those things.
- When working things out together with kids, do the following:
 - ✓ Invite the student to give his/her point of view
 - ✓ State your point of view
 - ✓ Invite the student to brainstorm ideas/solutions to the problem
 - ✓ Write down all ideas – silly or sensible – without evaluating them
 - ✓ Review the list. Decide what ideas you both can agree to.
 - ✓ Put the ideas into action
- Problem-solving can really help you learn what's going on in the life of a student.
- It's not always necessary to go through every step of the problem in order to arrive at a solution.
- Don't reject a teenager's suggestion. Sometimes the worst ideas can lead to the best.
- Sometimes problem-solving goes beyond regular work.

E.) Chapter 5: Meeting the Kids

- Communication is key to working with students/kids. The good skills we use influence them and make it more likely that they'll respond to us in a positive way.
- Instead of put-downs, listen to students with a nod, sound or word. Sometimes a sympathetic sound will impact a student's situation. Sometimes it's better to feel.
- Instead of dismissing thoughts and feelings, put thoughts and feelings into words. Don't brush a student off. Their feelings and emotions are valid to their experience, even if they seem irrational to you.
- It's much easier to talk to someone who accepts your feelings and gives you a chance to come to your own conclusion.
- A child's feelings need to be acknowledged
- When interacting with students and it's a heated moment, ask yourself: How can I express my honest feelings in a way that will make it possible for the other person to hear me and even consider what I have to say?
- Instead of accusing, say what you feel or say what you'd like.
- Don't counterattack; say what you feel or what you'd like to see happen.
- Praise with description first, then with evaluation! Example: You've been working on that algebra problem for a long time, but you didn't stop or give up until you got the answer. Way to go! You know you're smart! Note: Evaluations can make kids uneasy. But an appropriate description of their efforts or accomplishments is always welcomed.
- Different kinds of praise can lead kids to very different conclusions about themselves.
- People tend to push away praise that evaluates them. An honest, enthusiastic description is easier to accept.

F.) Chapter 8: Dealing with Sex and Drugs

- Instead of one "big" talk, look for opportunities to have small, little talks
- Major takeaways –
 - ✓ Feelings matter
 - ✓ Civility matters
 - ✓ Words matter
 - ✓ Punishment has no place in caring relationships
 - ✓ Our differences needn't defeat us
 - ✓ We all need and want to feel valued.

Discipline Philosophy Overview

Montessori Philosophy:

Normalization – ages 0-12	Valorization – ages 12-24
Love of order	Joy
Love of work	Selflessness
Profound spontaneous concentration	Optimism
Attachment to reality	Confidence
Love of silence and working alone	Dignity
Sublimation of the possessive instinct	Self Discipline
Power to work by choice, not just curiosity	Initiative
Obedience	Independence
Spontaneous self-discipline	Helpfulness
Joy	Good judgment
	Ability to work with others

Paideia Philosophy:

The clearer and higher the expectations, the better the results (Mortimer Adler)

Adolescent Development: (source: Secrets of the Teenage Brain – Feinstein)

- Teens crave structure and organization in spite of their attraction to novelty
- Circumventing negative behavior with positive discipline strategies will diffuse most potential explosions; when it doesn't, staying calm and acting decisively will help cool tempers down. Simply and calmly enforce rules.
- Be fair and consistent with discipline. Knowing which behaviors are expected and acceptable and believing that equal offenses receive equal consequences reduces stress.
- Establish a community of fairness with clear rules that apply to everyone equally.
- Set clear, consistent boundaries, involve students in determining rules and consequences.

Anti-Bullying Theory

(source: Schools Where Everyone Belongs – Davis)

- Effective positive discipline involves the following three elements: a positive, emotional context; inevitability, clarity, and predictability; and a concerted effort to identify and eliminate the unintended rewards hiding in the consequences.
- It is important for consequences to be inevitable, clear, uniform, and predictable and thus seen as reasonable
- Effective consequences start small and escalate if students choose to repeat the behavior.
- Maintaining positive interactions during the discipline process can be a challenge. There are several strategies that help. One is to work within a discipline rubric or other system that clearly describes expectations and consequences.

Restorative Practices

(source: Restorative Practices Handbook)

- Young people really do want to behave and participate when faced with a clear choice
- High control, high support

CPS Discipline Policy

(source: CPS Code of Conduct)

- CPS' Positive School Culture Plan is a best practice model that uses both prevention and intervention techniques, so that every child succeeds both academically and behaviorally
- Disciplinary selections will be made from Tiered lists (Category I, II, and III) in a least-restrictive and progressive manner.

Lawrence Kohlberg's Theory of Moral Development

<p>Level Three: Post-Conventional Morality</p>	<p>Stage 5 Orientation: Social Contract – Where people can account for the differing values, opinions, and beliefs, understanding that rules are important but they must be agreed upon by the community</p> <hr/> <p>Stage 6 Orientation: Universal Ethical Principle – where people follow internalized principles of justice even if they conflict with laws and rules.</p>
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Federal gov't instruction on reduction of school-based violence stemming from bullying:

- change school culture so bullying is not tolerated and safety and respect are promoted.
- Firm, fair and consistent enforcement of school discipline policies.
- Teach conflict resolution, peer mediation, active listening and other non-violent ways to solve problems.

Discipline Flow Chart

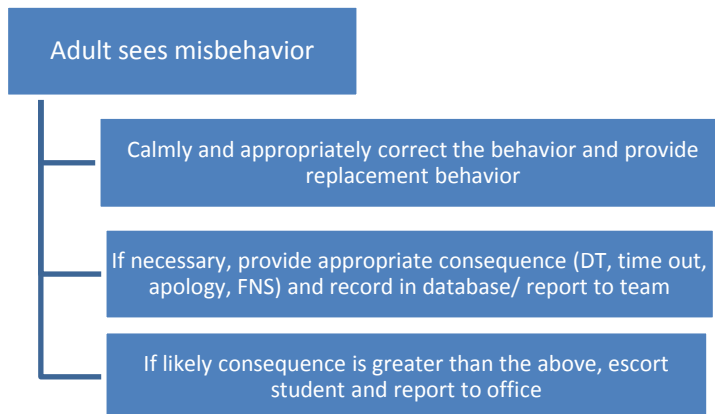
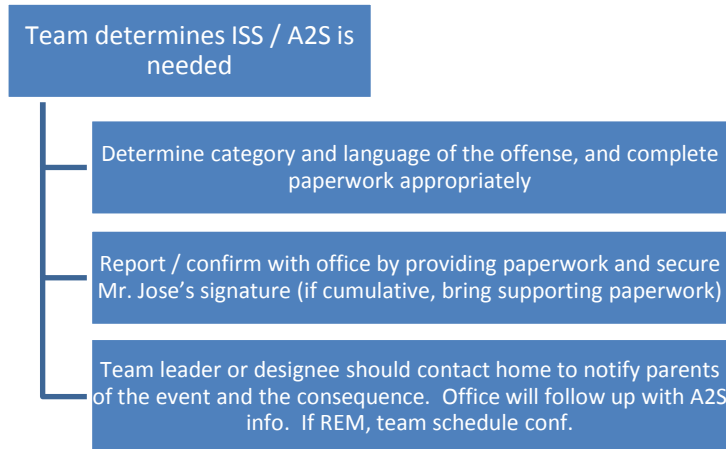
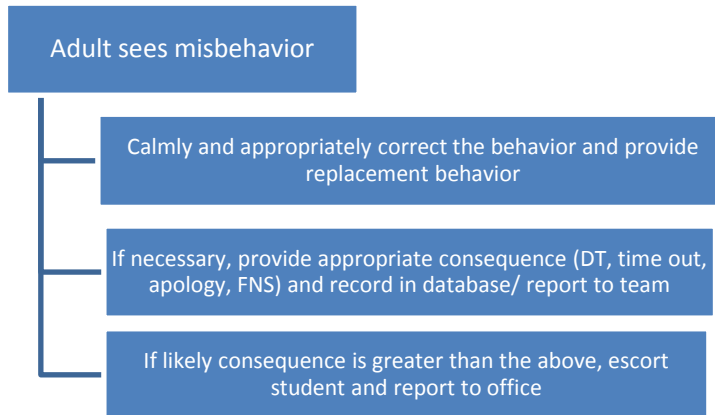
Adult sees misbehavior

- adult stops misbehavior and provides correct/replacement behavior
- adult records this in the database
- if behavior merits a consequence, adult provides the consequence – category I, II
- if it is a serious offense (category III) adult notifies the office immediately

When writing an office referral / FNS / 72 HR Removal / A2S referral:

- Access the database to ascertain where the student is on the progression and determine the appropriate course of action;
- Log the incident in the database;
- If an office referral is necessary, start with the language from the district code of conduct (supplied to every staff member at the start of the year). Describe the incident succinctly, starting with the offense, and providing date, time, and location. Please note that if a student is being referred from class, the referral form does not have to accompany the student to the office, though it is helpful.
 - Correct: Violent disorderly conduct: [Name] pushed another student[Name optional] out of his chair after exchanging insults in the cafeteria during lunch on [Date]
 - Incorrect: Today [Name] and [Name] had been arguing for a couple of minutes and I knew something was up when [Name] stood up and walked over to him and their voices got loud. Then [Name] pushed him kind of hard.
- If it is a cumulative/progressive action, resulting in an FNS / 72 HR Removal / A2S referral describe the offense and previous efforts to correct the behavior.
 - Correct: Chronic disruptive behavior: [Name] disrupted Spanish class on [date] by saying answers out loud while she and others were taking a test. Behavior continues despite 6 class DTs, 2 reflection papers, 4 phone calls home, 4 FNS (2 served), and a parent conference.
 - Incorrect: [Name] was talking in class again today. I'm sick and tired of it. It happens all the time and it needs to stop.

Misbehavior that occurs off-team must be reported to the team. The referral should reflect who reported the misbehavior, and where and when it occurred. This data is entered to help us identify patterns of student misbehavior (for instance, is it happening at transitions, or when the student feels the adult does not have authority over her?)



Team determines ISS / A2S is needed

Determine category and language of the offense, and complete paperwork appropriately

Report / confirm with office by providing paperwork and secure Mr. Jose's signature (if cumulative, bring supporting paperwork)

Team leader or designee should contact home to notify parents of the event and the consequence. Office will follow up with A2S info. If REM, team schedule conf.

Gamble Montessori Disciplinary Infractions List

**At the assigning staff member's discretion, alternate consequences may be assigned. (Select from this list: redirection, reflection, phone call home, conference with student, LDT, item confiscation, restitution, apology, school contract review, social skills instruction, parent/team/administrative conference, behavioral contract)*

Tardy to School	Peer-to Peer Misbehavior (Physical Aggression; Psychological/Emotional Aggression; Violation of Community Values)	Disobedient/Disrespectful (formerly Level 1)	Disruptive/Cutting Class (formerly Level 2)	District-Mandated Discipline Procedures (formerly Level 3)	Failure to Serve (failure to serve the following consequences results in assignment to the next level of consequence)
<p><u>Phase 1 (conducted by individual teachers)</u></p> <p>Interventions must move to Phase 2 after no more than 5 tardies per quarter.</p> <ul style="list-style-type: none"> Warning/conference with student Restorative Time Lunch Detention Tardiness Intervention Plan After-School detention <p><u>Phase 2 (after discussion with team to determine that this is a chronic problem that has not been resolved by Phase 1 interventions)</u></p> <ul style="list-style-type: none"> Referral to Visiting Teacher Participation in Intervention Group <p><u>Phase 3</u></p> <ul style="list-style-type: none"> Court involvement per district policy 	<ul style="list-style-type: none"> play fighting, shoving pinching, hitting, kicking, spreading rumors, threats use of profanity or biased language toward another person name calling exclusion use of biased language NOT directed toward another person <p><i>* Reference District-Mandated Discipline Procedures regarding harassment, intimidation, or bullying as applicable.</i></p> <p>#s 1-2 = Redirect/Reteach #s 3-4 = Detention #s 5-6 = FNS #7 = Parent Conf./Removal #s 8-9 = FNS #s 10+ = ISS/OSS</p>	<ul style="list-style-type: none"> Dress Code Violation Unprepared for Class Missing Assignments Refusal to Participate in Class Failure to follow direction given by staff Inappropriate Communication (gestures, voice tone, volume, arguing with others) Eating/Drinking/Chewing Gum in violation of school policy Littering <p>#s 1-8 = After-School Detention #s 9-12 = FNS #s 12+ = ISS/Removal/OSS</p>	<ul style="list-style-type: none"> Cheating Profanity/Obscene Gestures not directed at staff Failure to report to assigned area/cutting class Failure to follow directions which required involvement by office staff Improper use of electronic devices Severe disruption to learning environment <p>#1 = After-School Detention #s 2-5 = FNS # 6 = ISS/Removal #s 7 and 8 = FNS #s 9+ = ISS/OSS</p>	<ul style="list-style-type: none"> Truancy (see Phase 3 "Attendance") Profanity Toward Staff Fighting Assault Theft Possession of Stolen Property Alcohol/Illegal Drugs (including medication) Sexual Misconduct (including electronic) Verbal, Physical, or electronic harassment, intimidation, or bullying (may move to peer-to-peer aggression once that rubric is established.) <p>Each incident may result in Removal/ISS/OSS</p>	<ul style="list-style-type: none"> Lunch Detention After-School Detention Friday Night School Attendance at FNS Intervention Group followed by reassignment of FNS (1X only) Removal from School <p>*** FNS must be assigned at least 48 hours in advance. (e.g. They must be assigned and communicated to the student and parent no later than the Wednesday prior to the Friday assigned. Paperwork must be submitted to the office no later than Thursday morning 9:00)</p>

Friday Night School 2013-2014

Teacher Responsibilities / Procedure:

1. Fill out the FNS form and discreetly / privately give the middle copy to the student;
2. Contact parent to inform them of the infraction, confirm date/time, and the consequence for not attending;
3. Record details of that call on the FNS form (who you spoke to and when, and notes);
4. Prior to the end of the day Wednesday before the FNS, give the top slip to the office;
5. As practical, provide a discreet reminder to the student and communicate the FNS expectations on Friday – provide work to fill the time as appropriate.

Friday Night School Expectations:

1. Students should arrive at the FNS location by 4:00 with sufficient work to last the entire time (HS: 2.5 hours, MS 1.5 hours);
2. Students arriving between 4:00 and 4:05 will forfeit their break; students arriving after 4:05 will be marked absent and not admitted;
3. Students are expected to work silently and independently on either school work, homework, or independent reading the entire time, maintaining silence by raising a hand to request assistance, folding rather than crumpling waste paper, and other such steps to respect others' work environment; students without work will be required to take their break promptly to secure those items;
4. A student may request one 5 minute break, to be granted in order as students return;
5. Cell phones should be off and away, but may be used during break;
6. Students are welcome to eat fresh fruit and vegetables, and drink water;
7. The dress code is enforced;
8. Violators will be removed from FNS and provided the next "Failure to Serve" step.

Rescheduling:

All rescheduling will happen through the office. Dates of requested reschedules will be recorded, and excessive rescheduling will be refused.

Office responsibilities:

1. Compile and generate a list of completed FNS assignments (forms indicating student and parent notification)
2. Publish a list Thursday to assist teachers in reminding students;
3. Make a robocall Thursday night reminding students and parents of the FNS;
4. Supervise FNS, record attendance, and provide missed FNS consequences;
5. Communicate FNS attendance to the school for the year-to-date

FNS Dates

Key: *no school/students the following Monday; #intersession day; @OGT/OAA day

8/30*	11/22	3/7
9/6	12/6	3/14
9/13	12/13	3/21@
9/27	1/10	3/28*
10/4	1/17*	4/11#
10/11	1/24	4/18#
10/18#	1/31	4/25
10/25#	2/7*	5/2@
11/1@	2/14*	5/9
11/8*	2/21	5/16
11/15	2/28	

Emergency Situations

Go Kit

The district provides kits that contain a variety of emergency gear for every classroom. Please take the opportunity to review the contents and understand their purpose(s). Notify the office if you do not have your classroom "Go Kit".

Fire Drill Procedures

Please refer to signs posted in your classroom for information about where to go in the case of a fire alarm. Notify administration if no such sign is present. State law requires that every person vacates a building in which a fire alarm has been triggered. Once outside, all classes are to walk to their designated area and form a line. Teachers are to go over class lists to be sure all students are present. Report any missing students to the administrator or person in charge of your area.

When the fire alarm rings:

1. The teacher's responsibility is to:
 - Be sure to take along class register, a pen/pencil, and "Go Kit".
 - Check to be sure that all students have left the room and close the classroom door.
 - Accompany the class to your designated spot.
 - Be alert to any conditions that require a change in route and in such instance, use the closest exit available.
 - After evacuation, the teacher should account for each student. If a student is missing, this information should immediately be shared with administration.
 - Administration will signal teachers to lead students back to their classrooms.
 - Once class resumes, please review with students how they did during the drill and offer praise for a job well done.

Evacuate the building any and every time the building fire alarm is activated unless a PA announcement directs otherwise.

If the fire alarm sounds while students are outside, the supervising adult should determine if they are safe in that location. If not, the adult should move students to a safe location. Once safe, students should be grouped by homeroom, and every effort should be made to account for all students.

If a fire alarm sounds during lunch, available staff should help students proceed out of the lunchroom doors and line up on the parking lot. Teachers and instructor assistants will meet the classes on the parking lot.

Teach students that if the designated route is blocked for any reason, the first person should call out "**Turn Around**" and follow the teacher's directions.

Tornado Drill Procedures

Please refer to signs posted in your classroom for information about where to go in the case of a tornado or tornado drill. Notify administration if no such sign is present. In the event of a tornado warning, an announcement will be made. At this announcement, move immediately and silently to your location with your class. At the time of evacuation, windows should be left as they are and doors should be closed. Everyone should remain calm and help others do the same.

- Students should:
 - Remain silent
 - Assume safety position
 - Listen to all staff members' directions
- Staff should:
 - Assign group leader to close door
 - Take class register and "Go Kit" to designated area
 - Take attendance and notify school administration of any unaccounted/missing students
 - Reassure students and provide praise for appropriate behavior
- Office personnel should:
 - Secure records and vault
 - Move to shelter immediately
- Custodians should:
 - Secure dangerous utilities
 - Move to shelter immediately

IF THERE IS NOT ENOUGH TIME TO PUT INTO EFFECT THE REGULAR SHELTER PLAN:

- Lie down on the floor under a desk or heavy piece of furniture.
- Inside walls are always best. Keep away from windows or objects that could fly around easily.
- After the ALL CLEAR signal is given, check for injuries. Keep everyone calm until help arrives.

Other Emergencies Requiring Evacuation of Building

When there are unsafe conditions, such as a bomb threat, it might be necessary to evacuate the building. Exit using the same procedure as for a fire drill. If the premises must be vacated, we will walk to the nearest CPS location considered to be safe and take attendance. Report to your administrator any missing students. Office staff will be responsible for taking parent contact information.

Other Emergencies Requiring Building Lock Down or Sheltering in Place

A lockdown procedure is used to ensure the safety of all during certain emergency situations. Staff will be notified of a building lockdown via the intercom phone using the

announcement word “Lockdown”. When staff hears this announcement they should follow the procedure listed below.

1. All staff must immediately lock their doors (and exterior doors if applicable), and notify the office of any students not present in their room.
2. All students must remain in the room. If when locking your door you notice a student in the hallway staff is to bring them into their classroom and notify their teacher via the phone.
3. If the lockdown is the result of a violent intruder in the building, we will act consistent with the district’s adoption of the “A.L.i.C.E.” approach to intruders:
 - a. The office will Alert the building of the presence of a violent intruder
 - b. We will go on Lockdown
 - c. The office will provide Information on the location of intruder
 - d. If an intruder comes into a classroom, the occupants will Counter by (having already barricaded the door if possible) throwing objects at the intruder or taking other steps to disorient the intruder
 - e. If it is determined to be practical, able students and staff will Evacuate the building.
4. Staff and students are to remain in their locked rooms until given the “All Clear” by the main office.
5. Do not use the classroom phone unless it is an emergency or to notify another staff member that you have their student. When staff is using the phone office staff is unable to communicate with classrooms as needed.
6. The office will communicate the next step(s) via the telephone or intercom, depending on the circumstances.
7. Provide praise for a job well done.

Earthquake Information

1. Remain where you are.
 - Avoid glass and falling objects, move away from windows and out from under heavy, suspended fixtures.
 - Take cover in interior doorways or narrow halls.
 - Direct students to get under desks and/or tables and assume Protective Position (same as tornado), or move to an inside wall away from windows.
 - If outdoors, remain there and
 - Move away from buildings.
 - Avoid locations in close proximity to utility poles and/or overhead wires.

Emergency Evacuation Plan

In the event of an emergency requiring evacuation to St. Catherine’s school and church, the principal or designee will provide evacuation instructions via the intercom.

Helpful Forms

Table of Contents

Example Student Locker Record

Example Textbook Assignment Sheet

Example Parent Conference Sign-in Sheet

Example Parent Contact Record

Back to School Forms Checklist

Judicious Progressive Discipline Plan

Example Conference Notes Sheet and Checklist

Add-ons, depending on availability:

Crayons to Computers Shopping Schedule

Crayons to Computers Shopping Policies

Student Locker Record

Each student must have a locker secured with a combination lock by August 31st.
HR teacher should keep this sheet and submit a copy to the office by August 31st.

Locker range _____ to _____. Locker location _____

Student Name	Locker #	Combination
5		
10		
15		
20		
25		

Textbook assignment Sheet

Book Title _____ ISBN _____
Class _____ Cost \$ _____

Name (Print)	Book #	Date out	Signature	Date in	\$ owed
5					
10					
15					
20					

Back-to-School Forms Checklist for Room # _____

Teacher should keep original and submit copy to team leader by August 31st.

Student Name	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
5															
10															
15															
20															
25															

- | | | |
|---------------------------------|----------------------------------|-------------------------------|
| 1. Health history update* | 6. Computerized records consent* | 12. Medication disp. |
| 2. Request to Restrict Privacy* | 7. Contract* | 13. Parent involvement survey |
| 3. Emerg. Med Form* | 8. Internet AUP* | 14. PowerSchool registration |
| 4. Photo permission* | 9. Planner* | 15. _____ |
| 5. Student Fee Forms* | 10. Lock / locker* | |
| | 11. Free / reduced lunch | |

*= required



James N. Gamble Montessori High School

Receipt of Staff Manual and Manual Feedback Form

I acknowledge that I have received and reviewed the James N. Gamble Montessori High School staff manual.

Print Name _____

Signature _____ Date _____

Some things that I would like to see included in future staff manuals:

Some things I would change about this manual:

Other notes/comments: