

# Memorandum

**To:** Dr. Kent Mutchler  
**From:** Larry Bidlack & Terry Bleau  
**Date:** 2/8/2012  
**Re:** Board Presentation on February 13

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Attached are documents to be shared in the board packet for the middle school SIP presentations on February 13<sup>th</sup>. We will be addressing many aspects of our school improvement plans, but the central focus of the presentation will be two topics. The first is to discuss how the middle schools address bullying and the second will be how we utilize the problem solving process to address the needs of all learners.

Both schools have goals that address bullying and we have many shared elements for our approach. We will be reviewing our overall plans on how we address bullying proactively. The attached page entitled, "Activating the By-Standers: How Bullying is Approached at the Middle School Level" provides a general overview of this portion of our presentation. We will certainly elaborate on this information, but feel the Board having this information in advance will help guide our presentation.

The vast majority of our students are able to grow and succeed in the middle schools through our core curriculum and the implementation of our code of conduct. There are some students who require a different approach or additional services. We will walk the Board through our typical process for identifying how to provide these students with support to help them be successful. With success for all students as a central theme of our plans, we want to show the School Board how we actually do this. We will address academic, functional and behavioral supports we put in place for students, as well as, how we try to create a school community that supports student success. For this portion of the presentation we have included the paperwork we use for our problem solving plans, as well as, a list of typical interventions we use with students. Although this list serves as a menu for our interventions with student, it is important to know that the purpose of a problem solving plan is to meet the individual needs of the students.

We look forward to discussing this information with the School Board and drawing connections between this information and our school improvement plans.

### **Activating the By-Standers: How Bullying is approached at the middle school level.**

Bullying at the middle school level can have a significant impact on the development of our students. It is a distraction from the educational setting and can have long term negative ramifications on the victim and the bully. This is why having a proactive approach to bullying is important. Below are the general foundations of our anti-bullying instruction at the middle school level.

The first step occurs at the beginning of the school year when the administration conducts presentations for the students at each grade level regarding discipline in general. During these presentations the expectations are laid out regarding many aspects of the code of conduct, with a special focus on how students should treat each other with respect. The general idea is to follow the golden rule.

During the school year, the guidance staff conducts a presentation for each grade level on bullying. Each year the presentations focus on the central theme of why it is important for the by-standers to step up to help stop bullying situations. The counselors talk about respecting students' differences, and that those differences are not a rationale for treating someone poorly. The students leave those presentations with a firm understanding of who they can go to when they see bullying occur, and what actions they can take on their own. Our hope is that the majority of students can use peer pressure to end bullying rather than caving to the pressure they feel from the bully to ignore the behavior. Although these themes are the same at each grade level, the approach is different due to the developmental level of the students.

6<sup>th</sup> Grade: The focus is on why it important to be respectful and understanding what bullying is.

7<sup>th</sup> Grade: The focus is on understanding the impact bullying can have on a student and their school experience.

8<sup>th</sup> Grade: The focus is on understanding the long term impact on both the victim and the bully.

In addition to the counselor presentations, students also receive information about cyber-bullying through presentations by the Geneva Police Department on internet safety. These presentations happen at both the 6<sup>th</sup> and 8<sup>th</sup> grade level. There is a lot of content covered in these presentations, but the cyber bullying piece focuses on the experiences of a student named Ryan Halligan and how cyberbullying impacted his life.

This year we were able to have the father of Ryan Halligan as a speaker for our 7<sup>th</sup> and 8<sup>th</sup> grade students. Mr. Halligan was able to share the story regarding his son. Following the presentation, students completed a processing activity to help them process and internalize what they heard. There was a parent presentation by Mr. Halligan as well. The theme of activating the by-standers was reinforced by the presentation. Mr. Halligan made an impact on our students and we hope to bring him back through the support of our PTO's every two years.

Geneva Middle School

Student Name: [Click here to enter text.](#)

Team: [Click here to enter text.](#)

Complete Paperwork by: [Click here to enter a date.](#)

Problem Solving Meeting Date: [Click here to enter a date.](#)

## Problem Solving Meeting Checklist

Parent Contact: By who and Summary

### Areas of Concern (TEAM)

**Please check all that apply:**

- Assignment Completion
- Attendance
- Attention
- Behavior
- Comprehension or Fluency
- Emotional Concerns
- Math (Facts, Computation, Concepts, or Word Problems)
- Organization
- Peer Relations
- Test Performance
- Written Expression (Idea Development, Organization, Conventions, Sentence Fluency, or Paragraph Formation)
- Other: [Click here to enter text.](#)

**List specific concerns about above areas:**

- [Click here to enter text.](#)
- [Click here to enter text.](#)
- [Click here to enter text.](#)

Which area is the most concerning that should be addressed first: [Click here to enter text.](#)

How often is this inappropriate behavior occurring (be specific)? [Click here to enter text.](#)

How often is this inappropriate behavior occurring with other students (be specific)? [Click here to enter text.](#)

**Desired Outcomes** (one or two specific goals):

- [Click here to enter text.](#)
- [Click here to enter text.](#)

### Current Grades as of [Click here to enter a date.](#) (TEAM)

| Subject        | Grade/Class Average | Test Scores/Class Average | Assignment Completion/Class Average | Homework Completion/Class Average | Strength's | Area(s) of Concern |
|----------------|---------------------|---------------------------|-------------------------------------|-----------------------------------|------------|--------------------|
| LA             |                     |                           |                                     |                                   |            |                    |
| LA             |                     |                           |                                     |                                   |            |                    |
| Math           |                     |                           |                                     |                                   |            |                    |
| Science        |                     |                           |                                     |                                   |            |                    |
| Social Studies |                     |                           |                                     |                                   |            |                    |

|          |  |  |  |  |  |  |
|----------|--|--|--|--|--|--|
| PE       |  |  |  |  |  |  |
| Elective |  |  |  |  |  |  |
| Elective |  |  |  |  |  |  |

**Current Accommodations, Modifications, & Interventions (TEAM)**

| Subject Area    | Accommodation, Modification or Intervention | Length of Implementation | Level of Intensity  | Successfulness      |
|-----------------|---|--------------------------|---------------------|---------------------|
| LA              | Click here to enter text.                   | Enter text here          | High - Tier Three   | Successful          |
| Math            | Click here to enter text.                   | Enter text here          | Moderate - Tier Two | Somewhat Successful |
| Science         | Click here to enter text.                   | Enter text here          | Low - Tier One      | Unsuccessful        |
| Social Studies  | Click here to enter text.                   | Enter text here          | Low - Tier One      | Somewhat Successful |
| PE              | Click here to enter text.                   | Enter text here          | Low - Tier One      | Somewhat Successful |
| Elective        | Click here to enter text.                   | Enter text here          | Low - Tier One      | Successful          |
| Choose an item. | Click here to enter text.                   | Enter text here          | Choose an item.     | Choose an item.     |
| Choose an item. | Click here to enter text.                   | Enter text here          | Choose an item.     | Choose an item.     |

Who will provide the team summary of grades, concerns, and current interventions at the problem solving meeting?  
 Click here to enter text.

**Additional Support & Resources (TEAM)**

**Previous Support Contacted**

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**Please extend an invitation to Problem Solving Meeting**

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**Team**

**Member**

- Parent
- Principal
- Assistant Principal
- Reading Specialist
- Counselor
- Psychologist
- Social Worker
- School Nurse
- Speech Pathologist
- ELL Support
- Special Education Teacher
- Other: Click here to enter text.
- Other: Click here to enter text.

**Academic History: (Guidance Counselor)**

- Previous Team Intervention: If yes, explain. Click here to enter text.
- Previous IEP: If yes, explain. Click here to enter text.

Does the student have attendance concerns?  No  Yes, *If Yes, please complete table below.*

|                           |                              |                   |                 |
|---------------------------|------------------------------|-------------------|-----------------|
| <b>Full Day Absences:</b> | <b>Partial Day Absences:</b> | <b>Truancies:</b> | <b>Tardies:</b> |
|---------------------------|------------------------------|-------------------|-----------------|

Does the student have documented discipline concerns?  No  Yes *If Yes, please complete table below and attach supporting documents.*

| Incident Description | Date(s) | Frequency | Duration | Persons Involved | Functional Intent |
|----------------------|---------|-----------|----------|------------------|-------------------|
|                      |         |           |          |                  |                   |
|                      |         |           |          |                  |                   |
|                      |         |           |          |                  |                   |
|                      |         |           |          |                  |                   |

- Other: Click here to enter text.
- Attached Academic Achievement (Data Director Report) (Guidance Counselor)
- Significant Student Health Concerns (Certified School Nurse)

|   |  |
|---|--|
| Vision/Hearing Screening                    |  |
| Office Visits                               |  |
| Chronic Medical Diagnoses/Known Medications |  |

**Problem Solving Meeting Notes from Click here to enter a date.** (Guidance)

Click here to enter text.

**Post Meeting Review** (Guidance)

- Contact Person:** Click here to enter text. **Information Mailed Home:** Click here to enter a date.
- Date to Remember:** Click here to enter text. Click here to enter a date.
- Staff Responsibilities:** Click here to enter text.
- Questions and Concerns:** Click here to enter text.
- Paperwork Still Needed:** Click here to enter text.

**New Implementations** (Guidance)

|  |                           |
|--|---------------------------|
| Accommodations<br>(change in student expectation—time frame, presentation, setting, or type of student response)   | Person Implementing       |
| <ul style="list-style-type: none"> <li>• Click here to enter text.</li> <li>• Click here to enter text.</li> </ul> | Click here to enter text. |
| Modifications (change in student expectation—content or skill)   |                           |
| <ul style="list-style-type: none"> <li>• Click here to enter text.</li> <li>• Click here to enter text.</li> </ul> | Click here to enter text. |
| Interventions (additional support)   |                           |
| <ul style="list-style-type: none"> <li>• Click here to enter text.</li> <li>• Click here to enter text.</li> </ul> | Click here to enter text. |

## Interventions in Place for Student at the Middle School Level

### Academic Interventions

- Adapted instructional materials
- Read/Write Gold
- Reading Lab
- Reading Class
- Math Tutoring
- Math Booster
- Writing interventions on individual basis

### Functional Interventions

- Guidance led study skills instruction
- Guidance lunch groups on study skills
- Individualized guidance counselor support
- Before or after school or lunch time teacher support
- After school homework support through homework club/academic academy
- Modified tests/quizzes
- Modified study guides or guided notes
- Use of assignment notebook
- Breaking down projects into smaller parts
- Structured study halls
- Check in/check out systems for homework completion
- Individual home work contracts
- Locker clean out/binder clean out support
- Use of assistive technology as needed

### Behavioral Interventions

- Reward systems for positive student behavior
- Behavioral Intervention Plans
- Social worker/guidance counselor support
- Check in/check out systems for behavioral/emotional concerns
- Home base time with individual staff members
- Structured breaks