

Program Overview

We are now entering our third year of partnership with Dr. Randy Sprick and his Safe & Civil Schools Series. We are so pleased with the outcomes being both suggested and achieved, that we have embedded the model in the One Voice Plan and have made the CHAMPs component (classroom management model) a cornerstone segment of the New Teacher Academy.

Dr. Sprick has been developing and presenting his Safe & Civil Schools programs nationally for more than twenty years. They are well in line with best practice models. His programs have been embedded in several large districts for more than ten years. Dr. Sprick was in Broward, presenting under the auspices of our Exceptional Education Department this past year. His message was extremely well received. Safe & Civil Schools, while based in Portland, Oregon, is a nationally recognized program (actually, a series of programs). Randy has several projects nationally and some of his work, and available data, comes from Orange County, Florida, Duvall County, Florida, Austin, Texas, Kentucky, and Washington. Among the many initiatives, Dr. Sprick is beginning programs in Volusia County, Florida, and, perhaps more exciting, Henderson County, Nevada (Las Vegas). This is exciting because Las Vegas is experiencing growth in much the same manner Broward County is.

Borrowing information directly from the Safe & Civil Schools website,

Safe and Civil Schools Overview

The Safe and Civil School Series is a collection of practical materials designed to help schools improve the safety and civility of all their school settings. In so doing, a foundation is laid to enhance student engagement and learning. The goal of all the materials in the Series is to empower school personnel with techniques to help all students behave responsibly and respectfully. The materials are full of specific "how-to" information. Though each resource stands alone, all are integrated and share some basic processes and beliefs.

The processes include:

- 1. Self-reflection-if student behavior is irresponsible, school staff should reflect on what they can do to help the students.**
- 2. Utilization of data-objective information about behavior is more reliable than labels, conclusions, or stereotypes.**
- 3. Structuring for success-all school settings should be organized to promote successful behavior from students.**

- 4. Collaboration-helping students behave responsibly is the shared responsibility of all school staff.**

The beliefs include:

- 1. All students must be treated with dignity and respect.**
- 2. Students should be taught the skills and behaviors necessary for success.**
- 3. Motivation and responsibility should be encouraged through positive interactions and building relationships with students.**
- 4. Student misbehavior represents a teaching opportunity.**

These processes and beliefs form a structure that supports procedures to help prevent any students from "falling through the cracks" into school failure. The procedures can be categorized into three levels: school-wide (those affecting all students in all settings); classroom (for teachers in their own classroom); and those specifically tailored to meet the needs of individual students.

The idea is that if large numbers of students are misbehaving across school settings, modifying school-wide procedures is the best intervention. If large numbers of students are having trouble in their classrooms, targeting classroom procedures is indicated. Individualized plans for students needing extra support are developed as necessary. If large numbers of students are requiring individualized plans, staff needs to focus more time, effort, and energy on school-wide and classroom procedures.

Safe and Civil Series School-wide Resources

FOUNDATIONS: Establishing Positive Discipline Policies Foundations, considered the cornerstone of Dr. Sprick's Safe and Civil Schools Series, is now available in a newly revised edition. Foundations is a comprehensive, multimedia program that guides

schools through the process of designing a positive and proactive school-wide discipline plan. The program lays the groundwork for developing and implementing effective behavior management and positive behavior support of all students. Foundations consists of three modules, each of which includes at least five CD video presentations and corresponding print material.

CHAMPs: A Proactive and Positive Approach to Classroom Management is a comprehensive and practical book for classroom teachers who want to improve their current classroom management plan. The eight modules lead teachers through a process of identifying and maintaining the effective aspects of their current management plan, while concurrently adding and/or strengthening any missing or less effective aspects. This resource, which is designed to be used by individual teachers or study groups, can help any teacher manage student behavior more positively and effectively.

We are committed to aligning our efforts with Lezotte's Correlates of Effective Schools. Our initiative with Dr. Sprick demonstrates clear alignment with the first correlate, Safe and Orderly Environment. Embedded in this correlate is the commitment to creating a school environment that places ever-increasing emphasis on the "presence of desirable behaviors." Lezotte goes on to stress the benchmark of respecting human diversity and appreciation of democratic values, which is also a benchmark of the FOUNDATIONS initiative. This alignment makes our participation with the Safe & Civil Schools organization an even more exciting prospect.