



FAMILY AND COMMUNITY ENGAGEMENT PLAN 2024/2025

Customer Service

Directions: After reviewing the draft customer service standards, consider two scenarios: one providing exceptional interaction and one that should be improved. Identify the positive interaction that demonstrates exceptional customer service. Elaborate on the positive features of the interaction. Identify an interaction that could have been handled differently. Elaborate on the scenario needing improvement and identify actions to improve the level of customer service in the future.

Scenario One:

Colby is an 11th grader at Marjory Stoneman Douglas High School (MSD). During the first quarter of the school year, Colby was escorted out of his World History class by security for being disrespectful to the teacher. When Colby arrived at student services, Assistant Principal Mr. Milmed spoke to Colby to understand what had occurred in the classroom that got Colby removed. In the conversation, Colby admitted to Mr. Milmed that he does not like reading and gets easily frustrated with assignments that he doesn't understand and he sees the assignments too difficult to complete. Colby views getting good grades in some of his classes are unattainable. Colby works after school and he does not have time to attend after school tutoring sessions. Mr. Milmed advises Colby that there is peer tutoring available during Colby's study hall. Mr. Milmed stated he will make sure Colby gets a peer mentor that could provide additional academic assistance. While Mr. Milmed has Colby in his office, he checks Colby's attendance and sees that he has been late to school four times already in the first quarter. Asked why he has been late, Colby explains he can't get up in the morning because he often works late at his after school job. Mr. Milmed discusses the tardy/attendance policy with Colby and tells Colby he needs to contact his parents. Directions: After reviewing the draft customer service standards, consider two scenarios: one providing exceptional interaction and one that should be improved. Identify the positive interaction that demonstrates exceptional customer service. Elaborate on the positive features of the interaction. Identify an interaction that could have been handled differently. Elaborate on the scenario needing improvement and identify actions to improve the level of customer service in the future. about being removed from class and also making his parents aware of the absent/late policy and the after school detention policy. Mr. Milmed believes Colby needs help with his assignments, organization and time management. Mr. Milmed explained the situation to his mother and he stated he was giving Colby a warning this time. He discussed the discipline matrix with Colby's mother. Mr. Milmed stated that if Colby was removed again from class, he would received a greater consequence. Mr. Milmed discussed Colby's tardies with his mother revealing Colby already had been late to school four times in as many weeks. Mr. Milmed email a copy of the attendance/tardy policy to Colby's mother as he spoke to her. Mr. Milmed also explained that Colby expressed frustration over his academic ability and school in general so he is going to find ways to help support Colby academically. Colby's mother was very appreciative that Mr. Milmed had notified them and expressed concern for Colby. After school, Mr. Wilson, Colby's World History teacher, stopped by Mr. Milmed's office to discuss Colby's behavior. Mr. Wilson explains to Mr. Milmed he had spoken to Colby's parents and let them know what went on in the classroom to get Colby removed. Together, Mr. Milmed and Mr. Wilson came up with a set of plans to help Colby get caught up with his work in World History and help alleviate the over whelming feelings Colby was having with the class. Mr. Wilson explained their ideas via an email to Colby's parents later on that evening.

Identify positive features of this interaction:

1. Colby was seen immediately while he was in the office by his administrator.
2. Mr. Milmed took into account Colby's state of mind when analyzing the situation and when deciding what consequence to assign Colby. Mr. Milmed's focus was to identify some ways to help improve Colby's resiliency. Mr. Milmed wanted to remedy the behavior so it doesn't happen again as opposed to simply punishing the behavior.
3. Colby and his parents were provided with resources to help him succeed.
4. Mr. Milmed made sure to send Colby's parents the tardy policy before he got off the phone. He made Colby and his parents a priority.
5. Mr. Wilson and Mr. Milmed conferred on how to proceed with Colby academically setting up a plan to assist with make up work, organization and time management. Mr. Wilson contacted Colby's parents a second time to discuss the plan and seek their input showing the parents their opinions are valued.
6. Mr. Wilson followed up on the conversation by sending an email to Colby's parents that included additional resources for them to use at home with Colby.

Scenario Two:

Sara is a tenth grader at MSD. Her attendance is inconsistent and she sometimes skips class, especially during the lunch period. She had two referrals written on her last year, one for skipping and another for being disrespectful to a teacher. This year Sara has come late to school numerous times and has been sent to the office on three separate occasions by three separate teachers for inappropriate classroom behavior. She spoke to the Assistant Principal, Mrs. Smith on only one of those occasions and was told to apologize to the teachers, which she did. Sara hasn't faced any additional consequences because the teachers haven't written referrals. Yesterday Sara came late for the seventh time and per the discipline code at MSD, Mrs. Smith internally suspended Sara for one day. When Mrs. Smith called home, Sara's mother was upset because she was both unaware of the tardy policy and hadn't been notified prior to the call that Sara was coming to school late. While on the phone with Sara's mother, Mrs. Smith also explained that Sara had been sent to the office three times for disciplinary reasons already this school year. This is the first time Sara's mother was notified of this. Mrs. Smith continues to explain that Sara has also been habitually skipping her fifth period Geometry class. Sara's mother became more upset that she was not notified the first time Sara skipped her class. Nevertheless, Sara's mother apologized for Sara's behavior and pleaded with Mrs. Smith to give Sara another chance and not suspend her so that she can work with her to get her to school on time and discuss the discipline issues with Sara. Mrs. Smith refused and Sara spent the entirety of the day in internal suspension. While in internal suspension, Sara did not receive the work from her teachers and was marked absent which was reported to her mother via a robo call. Sara's mother calls Mrs. Smith the next day and Sara eventually received the work she missed and her attendance was adjusted to reflect Sara was present that day.

Identify actions to improve the level of customer service in scenario two:

1. Since Sara has a history of tardies and skipping class and had multiple referrals last year, she should be on tier 2 of RtI strategies. Perhaps also a CPST meeting. 2. When the teachers have Sara removed from class, referrals should be submitted to the appropriate administrator and preferably with a follow up meeting between teachers and administrator and Sara. 3. Any time a student is sent to the office for disciplinary reasons, that student should see an administrator who should call home immediately after meeting with the student and speaking to the teacher. 4. Part of the reason Sara's mother was upset is because she feels that she should have been notified when Sara skipped class the first time, either by the administrator or the teacher. 5. The school should have a system to notify parents for every day their child/children are tardy to school. Calling parents would allow the parents to correct the tardy issue before the issue escalates into multiple tardies. 6. The school and Mrs. Smith in particular, could have shown sympathy towards Sara and her mother by giving Sara another opportunity to correct her behavior. Her mother's argument that she should have been notified prior to her seventh tardy is reasonable. 7. Sara should have received work from her teachers while in internal suspension and should not have been marked absent. Sara's teachers should have been notified that Sara was in internal suspension for the day. There needs to be more communication and coordination among school staff to ensure issues like these do not occur.

Comments:

Our school constantly works in every capacity to ensure parents feel welcome and valued at Marjory Stoneman Douglas High School.