

SAMPLE District Policy

Sample One

Consistent, fair and respectful discipline is essential to the educational process. Discipline must be taught just as any other content matter. Instructors are expected to be fair, consistent, and respectful in their handling of discipline related matters. Most discipline issues should be handled in the classroom. Good planning, active and engaging learning, and good classroom management are the keys to prevent student discipline problems. All staff members are expected to adhere to the Student Disciplinary Policies and Procedures and utilize any school-wide adopted classroom management model.

ACTIONS SUBJECT TO DISCIPLINARY ACTION DISRUPTION OF THE EDUCATIONAL PROCESS. Students may not disrupt the educational process, and disruption of the educational process is an infraction and is subject to disciplinary action. The following is a list of actions that disrupt the educational process. This list is not all-inclusive; acts of misconduct not specified herein shall also be subject to discretionary action by appropriate school personnel. This document does not attempt to set societal standards. The criterion used for defining unacceptable behavior is whether or not it has the potential to disrupt the educational process. These guidelines follow municipal and state guidelines. (Definitions of these terms are indexed in the back of this handbook.) Disruption of the education process can include: Absences, Excessive Gang-Related Activity Arson, Category I and II General Disruptive Conduct Assault/Bullying Language, Profane/Abusive Assault, Aggravated Materials, Obscene Battery, Aggravated Paraphernalia Possession Battery/Fighting Robbery Bomb Threat/False Alarm Sexual Harassment Bus Disruption (Field Trips) Tardy, Excessive Controlled Substance, Possession/Use Theft Defiance of School Personnel/ Authorities Tobacco, Possession/Use Dress Code Violation Trespassing/Unauthorized presence Extortion Vandalism Firearm Possession/Use Weapon Possession/Use

SUBSTANCE ABUSE AND TOBACCO POLICY. The Substance Abuse and Tobacco Policy is in effect twenty-four hours a day, seven days a week, at all times/locations from the first day of fall sports practices to the end of the school year. Violation of the substance abuse and tobacco policy can be the subject of disciplinary action.

CLOSED CAMPUS. Students may not leave campus during the school day (this includes lunch-time) without documented (written or verbal) permission from parents or guardians. Violation of the closed campus policy may be considered an infraction and subject to disciplinary action.

3 PUBLIC DISPLAYS OF AFFECTION. – Hand holding is permissible. Physical conduct beyond that is considered an infraction and may constitute Sexual Harassment.

INTERVENTIONS/CONSEQUENCES. The following sequence of interventions is designed to accommodate existing learning and developmental differences of students associated with any violation of the Code of Conduct:

- Level I Interventions/Consequences Action administered by the Classroom Teacher or Aide.
- Level II Interventions/Consequences Action administered by Lead Teacher or Office Personnel.
- Level III Interventions/Consequences Action administered by the Principal or Designated Administrator.

Adherence to the school-wide rules is expected. Failure by students to behave as required will result in specific Interventions/Consequences for unacceptable actions(s). Behavior related to a child's disability will be managed in a manner consistent with applicable laws and regulations.

ZERO TOLERANCE. The School follows a zero tolerance policy on behaviors and actions that have the potential to inflict bodily injury or create an unsafe environment. Automatic suspensions will be given for these types of infractions. Administration will take into consideration age and the developmental level of students when making determination as to the type and intensity of the consequences.

MULTIPLE REFERRALS. We are committed to creating a safe learning environment free of disruption and distraction. When behaviors concerns continue to occur after interventions it may have the potential to be progressively more serious and/or problematic warranting a higher level of intervention. Students will receive increasing severe consequences for infractions even if they are of a less severe nature. Note: A specific conduct violation may require administrative intervention regardless of the number of times it has occurred.

DISCIPLINARY CONSIDERATIONS FOR SPECIAL EDUCATION STUDENTS.

- Special education students are not immune from the district's disciplinary process once placement procedures are properly followed. Since the exclusion of a student with a disability from his/her education program for more than a total of ten (10) days during a school year may constitute a significant change in placement, the following considerations must be addressed: • When considering long-term suspension or expulsion, an Individualized Education Program (IEP) Team must first determine whether the behavior of concern is a manifestation of the student's disability and whether his/her program is appropriate.
- If the IEP team determines both that the behavior is not a manifestation of the student's disability and that the student's program is appropriate, disciplinary actions may be taken in accordance with the procedures in this handbook.
- Should the disciplinary procedures include long-term suspension or expulsion, the district must continue to provide the educational services defined in the IEP.
- If the IEP Team determines either that the behavior is related to the student's disability or that the student's program is not appropriate, and then the student may not be suspended and must receive an appropriate program.
- Any suspension that excludes a student from his/her IEP services must be counted when calculating the total number of suspension days (10 consecutive days or a series of suspensions that constitute a change in placement).
- The decision to remove a student from his/her IEP services must be made on an individual basis.
- Procedural safeguards outlined in the Department of Education Standards for Excellence in Compliance Manual ensure that parental due process rights are afforded.
- All federal guidelines regarding the provision of education continuation services for suspended special education students will be adhered to.
- Special education students are entitled to a due process hearing.

STAFF ACTIONS FOR INFRACTIONS THE FOLLOWING ACTIONS MAY BE TAKEN BY SCHOOL STAFF DEPENDING ON THE INFRACTION AND THE CIRCUMSTANCES SURROUNDING THE INFRACTION. STUDENT REFERRALS/INCIDENT REPORTS. From time to time, an incident may occur that, while it is critical to note in a student's discipline file, does not necessarily lead to a referral or clear punishment/ consequence. In these instances will be filled out as an Incident Report on the Referral Form and filed with the front office. Incidents appropriate for this form may include a brief discussion between a parent and teacher about a concern regarding a student's behavior, or a student who has been repeatedly accused of bullying another student but no direct evidence exists, etc. The Incident Report will be reviewed and noted by the Administrator in charge of discipline and placed in the student's file.

STUDENT CONTRACTS. The student may be asked to enter into a Student Success Contract to ensure the student's continued success at the school. In a Student Success Contract,

- Student commits to more positive behavior in the form of a written contract;
- Student may be assigned school or community service;
- The principal or designee will determine terms of the contract; and
- Students may be taken to a long-term suspension hearing for contract violation.

REFERRALS.

- Student may be referred to School Assistance Team, school counselor, or school mental health team. School authority may refer students to a variety of appropriate professionals within the school setting for intervention.
- Student and school authority may call parent/guardian to discuss problem and solution.
- Student may be referred to counselor or outside agencies.
- Student may be formally referred for legal action.

REMOVAL FROM CLASS.

- Student may be removed from class or activity but remains at school pending conference with appropriate school personnel. 5
- Student may be placed in an alternative educational setting until satisfactory resolution is reached.
- Student may be suspended from school for no more than one (1) day, pending parent conference.
- The authority of the schools is to supervise and control the conduct of students and includes the authority to impose reasonable periods of detention during the day or outside normal school hours, as disciplinary measures.
- Reasonable periods of detention may be imposed with the procedures for short-term suspension. The removal from setting to an alternative supervised area and/or loss of privileges.

COMMUNITY SERVICE. Student may engage in reasonable and appropriate activities that constitutes restitution for an infraction.

IN-SCHOOL SUSPENSION. The removal from setting and/or loss of privileges to an alternative supervised area. Students are responsible for keeping their class work current.

- Involves community service on campus
- 1–10 school days at administrator’s discretion
- Student will be allowed to make-up class work, homework, quizzes, etc.
- Students may or may not be allowed to participate in extracurricular/co-curricular activities/athletics during days of in-school suspension, at the discretion of the administrative authority
- Parent/administrator contact and disciplinary notice issued.

SUSPENSION OF EXTRA-CURRICULAR PRIVILEGES. • Students may be removed, at the discretion of the principal, from any part or all of extra-curricular privileges for time periods up to one (1) full calendar year.

- Participation in extra-curricular activities is a privilege offered to and earned by students.
- Because participants are serving as representatives of their school and community, their conduct is expected to exemplify high standards at all times.
- Participants are expected to adhere to higher standards of academics and conduct than established for the general school population in order to maintain their extra-curricular privileges.

SUSPENSION. A suspension is the removal of a student from a class or classes and all school-related activities for any period of time. The school administration must provide written notification to each of the student’s teachers and to the student’s parents/legal guardians within one (1) school day of imposing any form of suspension. The school administration must keep on file a copy of the notification for any suspension occurring during a school year. The principal of the school is responsible for notification, compliance and documentation at his/her school. Copies of suspension notification may be discarded at the beginning of each academic year for prior year actions, except for any long-term suspensions or expulsions still in effect.

SHORT-TERM SUSPENSION. Short-term suspension will be at the discretion of the School Administrator and will address behaviors that disrupt the educational process. Administrators may impose Interventions/Consequences beyond the minimum mandatory in order to maintain the safety and security of the school population. Short-term suspension will be limited to no more than five (5) days, only one (1) of which can be out of school.

LONG-TERM SUSPENSION occurs as a result of a recommendation by a hearing officer at a Disciplinary Due Process Hearing. Long-term suspension is defined as the removal of a student from instruction and all school-related activities for more than ten (10) days and up to the balance of the semester. A secondary student receiving a long-term suspension may lose credit for the semester unless placed in an alternative school setting. A student must be given the opportunity for a due process hearing prior to the suspension. The student may, at his/her own expense, choose to be represented by an attorney at the hearing. At the Principal’s discretion, students may be suspended pending a due process hearing.

EXPULSION occurs as a result of a recommendation by a hearing officer at a Disciplinary Due Process Hearing. Expulsion is the removal of a student from School for the Arts for a period exceeding one (1) semester. In some cases, expulsion may be a permanent removal from school. When appropriate, a student who is expelled may be placed in an alternative program. A secondary student receiving an expulsion will lose credit for the semester in which the expulsion occurs, unless the student is engaged in an alternative program. A student must be given a due process hearing prior to expulsion. The student may, at his/her own expense, choose to be represented by an attorney at the hearing.

REIMBURSEMENTS/RESTITUTION. Restitution will be sought from anyone for damage or theft of personal or school property. This includes damage to the school facilities, i.e. bathrooms, lockers, desks, etc. – damage or loss of school textbooks materials, and supplies for which student and parents are responsible; or damage to personal property of school employees or students or school neighborhood residents. Such matters may be referred to the police or other legal authority for further action.

REFERRAL FOR LEGAL ACTION. Evidence of any illegal act or action by a student will be forwarded to the appropriate authority or law enforcement agency, i.e. police, sheriff, county, city, state or federal ordinance.

ACTIONS WHICH MAY RESULT IN SUSPENSION STUDENTS CAN BE SUSPENDED FOR THE FOLLOWING:

a) WEAPONS

- Use of or threatening with a firearm, knife, explosive, or other object, even if manufactured for a nonviolent purpose, that has a potentially violent use, or any look-alike” object that resembles an object that has a potentially violent use, with intent to cause bodily harm. This specifically includes “look-alike” guns and knives, such as toys.
- Sale or furnishing of weapons (gun, sharp object, club, or an object that could inflict serious bodily injury).

b) ARSON – Category II Starting a fire resulting in damage to property over \$100.00 to property. Starting a fire resulting in injury to a person.

c) DRUG DEALING OR DISTRIBUTION • Possession with intent to distribute alcohol or drugs, other illegal substances or look-alikes.

- Use and/or possession of drugs, alcohol, or any intoxicant.

d) SEXUAL OFFENSES

- Committed or attempted to commit sexual assault or sexual battery (see aggravated assault).
- Repeated sexual harassment including but not limited to unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature that can be deemed as a threat.

e) ACTS OF VIOLENCE • Cause or attempt to cause physical injury to a staff member • Bomb threats • Repeated fighting • Causing physical harm to another person • Rioting or gang fighting

f) FIREARMS • Possession, selling or otherwise furnishing a firearm or firearm look-alike. • Possession of any explosive device as defined in the Gun Free Schools Act. • The Gun Free Schools Act provides for a

mandatory expulsion of one calendar year for students who are determined to have brought a firearm to school, subject to modification on a case-by-case basis.

g) USE AND/OR POSSESSION OF CONTROLLED/ILLEGAL SUBSTANCES, ALCOHOL, AND TOBACCO PRODUCTS

- First Offense – Out of school suspension and loss of privilege to participate in extracurricular activities for a time period to be determined by sponsor and administration.
- Second Offense – Suspension pending referral to Disciplinary Hearing
- All Offenses - Possible Legal Action, Long-term Suspension and/or Expulsion.

h) SALE OR DISTRIBUTION OF CONTROLLED/ILLEGAL SUBSTANCE

- First Offense – Out of school suspension and loss of privilege to participate in extracurricular activities for a time period to be determined by sponsor and administration.
- Second Offense – Suspension pending referral to Disciplinary Hearing
- All Offenses - Possible Legal Action, Long-term Suspension and/or Expulsion.

i) CONTRACT VIOLATION The student's refusal to comply with expectations, policies, and procedures as set forth in a Student Success Contract and agreed upon by student, parent, and school representative.

Sample Two

Student Behavior

Expectations of Adults and Students

Philosophy of Behavioral Expectations for Adults and Students

Adults will:

1. Create a balanced approach for all learning
2. Create a climate for learning that includes:
 - Opportunities for students to explore and construct their learning through choice, practice, trial, error and reworking
 - Knowing the students culturally, and individually, by being fully cognizant of their strengths and interests
 - Co-creating classroom rituals that maximize learning bell-to-bell
 - Creating a climate that respects difference and allows for multiple perspectives without hurting others
 - Fostering opportunities for students to determine responsibility in meeting academic, social, and emotional expectations in monitoring their self control

Students will:

1. Participate fully in the learning experience, including curricular, co-curricular and extra curricular activities, from the moment he/she is on the bus until s/he is returned home, at all district activities and events.
2. Participate actively in the learning experience by being fully engaged, fully prepared, raising engaging questions, and effectively and positively communicating with all students and staff.
3. Participate actively in the learning experience by sharing information about themselves—strengths, weakness, and culture to create common bonds in curricular, co-curricular and extra curricular activities.
4. Participate actively in the learning experience by respecting differences while asserting perhaps a divergent viewpoint, doing so without harm to the other students, staff, team, other leader, and property.
5. Demonstrate empathy (knowing others) to build fruitful relationships that create a cohesive learning opportunity for all and through self-control behave in an ethical manner from the moment he/she is on the bus until s/he is returned home.
 - **If a student is unable to demonstrate how to be Safe, Responsible, and Kind and disrupts the learning for other students, adults will:**
 - Re-direct, work with and ensure that student fully understands the expectations
 - Create an accountability system with the student and parent/guardian with clear consequences or processes for resolution for additional violations
 - Work in partnership with family, students, staff and other significant adults to determine additional strategies and/or consequences
 - Refer to Peer Mediation or Conflict Resolution or other proven processes
 - Determine if there are extenuating physical, emotional or mental challenges
 - Submit referral as required
 - Move to remove from class, suspension, or expulsion

Severe Behavior

The student management program is based on the foundation that students have a right to be educated in a manner which is not disrupted by the behavior of other students. Teachers or adults in authority have the responsibility to require appropriate behaviors of all students so they can deliver instruction effectively. Behaviors which are considered “severe” will be met with a stricter set of consequences, depending on the severity of the behavior, the frequency of the occurrence, and the student’s age. Severe behavior incidents are as follows:

- Repeated refusal to cooperate
- Fighting/assault/or causing physical harm to another

- Use/possession of controlled substances including tobacco
- Written or verbal threats
- Property damage
- Stealing
- Possession of a weapon or toy replica weapons
- Harassment of another individual, including hazing, sexual or racial harassment, or verbal abuse
- Attempting to access inappropriate websites when working on the computer
- Other behaviors that cause excessive disturbance to the school day

These behaviors are subject to one or more of the following consequences:

- Parent phone call and conference
- In-school or out-of-school suspension
- Restitution
- Work detail
- Referral to Eden Prairie Police Department
- Referral to outside agencies
- Recommendation for expulsion

The Pupil Fair Dismissal Act (Statutes 121A.40-121A.56) will be followed with reference to any out-of-school suspension.

Safe and Supportive Schools

We believe each student, regardless of age, race, gender, ability level, religious beliefs, national origin, sexual orientation (actual or perceived), or physical attributes, deserves the right to be educated in an environment that does not interfere with their educational opportunities or ability to participate in school functions or activities or receive school benefits, services, or privileges. To that end, acts of bullying towards another student or groups of students will not be tolerated and will be dealt with in a swift and serious manner.

According to the Safe and Supportive Schools Act bullying means any intimidating, threatening, abusive, or harming conduct that is objectively offensive in nature. Furthermore, there is an actual or perceived imbalance of power between the student engaging in prohibited conduct and the target of the behavior and the conduct is **repeated or forms a pattern**. The act of cyber-bullying which refers to bullying others by using technology or other electronic devices, or retaliation for asserting, alleging, reporting, or providing information about bullying or knowingly making a false report about bullying in any form are prohibited as well. **Bullying does not refer to a one time argument or disagreement between students.**

Our intent is to create and maintain a safe and welcoming environment by taking a proactive rather than reactive approach. To prevent or stop bullying or cyber-bullying behaviors we will provide ongoing training around anti-bullying techniques and strategies for all staff and students.

If bullying occurs on any district property (i.e. school building, school grounds, bus stop, walking route to and from school, school bus, school related vehicles) or at any school-related function, school-sponsored activity, event, or trip, the incident should be reported to the building's designated primary contact person (principal, associate principal, or social worker) who will begin an investigation as soon as possible. If bullying takes place off of school property and impacts the educational process, it should be reported to the school. In the event an act of cyber-bullying has occurred the same protocol will be followed. Cyber-bullying may take place on or off school property.

If the result of the investigation concludes bullying or cyber-bullying took place the offender(s) could receive consequences ranging from written conduct reports to loss of privileges during the school day to in or out of school suspensions depending on the severity of the incidents.

Sample Staff Handbook Language: School Culture

Note: This is an internal document to articulate a common understanding of how the adults in the school approach individual and collective practice.

Our Beliefs

We believe that students thrive when there's a solid structure to guide their school life and that every child should be afforded the best learning environment possible. It is our belief that we can provide that type of learning environment when we shape what we do around our knowledge of how children learn best; an understanding of our children developmentally, individually, and culturally; an emphasis on social and academic learning; and a fundamental belief that all children want to learn and can learn. At _____ School we believe that it is our professional responsibility to work collaboratively and collectively as the adult community to establish an environment and culture that reflects and supports our core beliefs. In order to establish our desired community, we use the *Responsive Classroom* approach. A brief summary of key *Responsive Classroom* strategies can be found below. For more in-depth information about the *Responsive Classroom* approach, go to www.responsiveclassroom.org.

Proactive and Reactive Discipline

We believe that a positive and strong classroom community has a profound impact on our ability to effectively manage engaging academics and incorporate engaging academics into our work. To create these strong learning communities, we use an approach to discipline that is both proactive and reactive.

Proactive Strategies

We believe at _____ School that it is our role and responsibility to be constant observers of all students and consider how to proactively approach each and every portion of the school day in order to set each and every child up for success. We use the following *Responsive Classroom* strategies to create a community within which children thrive.

- Morning Meeting
- Teacher Language
- Rules Creation
- Interactive Modeling
- Designing Classroom Spaces That Work
- Working With Families

Morning Meeting: Every day starts with a twenty- to thirty-minute Morning Meeting, an essential building block of positive community. To support this component, students will remain in their classrooms without interruptions until _____ (30 minutes after start time of the day).

Sample Staff Handbook Language: School Culture

Morning Meeting has four components: greeting, sharing, activity, and morning message.

Morning Meeting provides an opportunity to practice the social and academic skills necessary for optimal learning. Please see *The Morning Meeting Book*, 3rd edition, by Roxann Kriete and Carol Davis (NEFC 2014) for ideas about teaching Morning Meeting.

In addition, if you do not have a classroom at this time, you can be a part of the community and support this practice by participating in Morning Meetings occurring in classrooms. Special area teachers should sign up to visit all classrooms and lead a Morning Meeting each quarter in each class. This will send the message that in addition to a classroom community there is a shared school community.

Teacher Language: “Language is one of the most powerful tools available to teachers. It permeates every aspect of teaching and learning. We cannot engage children in learning, welcome a child into the room, or handle a classroom conflict without using words. Children cannot do a science observation or reading assignment or learn a classroom routine without listening to and interpreting their teacher’s words. And what they hear and interpret—the message they get from their teacher—has a huge impact on how they think and act, and ultimately how they learn” (*The Power of Our Words*, 2nd ed., 2014, p. 1). Our language—both verbal and nonverbal—affects how children view learning, and themselves as learners. Teacher language should be respectful, clear, and direct. The following are three types of teacher language that we can use to guide students successfully through the day:

- **Reinforcing**—This language notices and affirms children’s positive behaviors. Use of reinforcing language should be ongoing, all day and all year. Examples: “Everyone has transitioned back to seats quickly and is ready to move on.” “I see you decided to organize your materials on top of your desk before putting them away.” “Transitions are becoming smoother for you each day.” “The way you added descriptive language really helps the reader visualize.”
- **Reminding**—This language helps children remember previously established behavior expectations and can be used both proactively and reactively. Examples: “Before we transition to tables, who can remind me about the procedure for carrying our scissors?” “Show me how we line up for Music.”
- **Redirecting**—This language gives clear, nonnegotiable instructions to students whose behavior has gone off track. Examples: “Put down the scissors right now.” “Stop. Hands off paints.”

Ideally you want the students to hear more reinforcing language than they hear reminding or redirecting combined.

The Power of Our Words: Teacher Language That Helps Children Learn, 2nd edition, by Paula Denton, EdD (NEFC 2014) is a resource that can assist you as you examine and think about your teacher language.

Sample Staff Handbook Language: School Culture

Rules Creation: We believe the rules creation process should include collaboration between teacher and students and that rules are most effective when they are purposeful, frame an ideal, and are constantly referred to throughout the day. The following outlines a process for co-creating rules with children.

1. Teach routines. (If we want something done a specific way, we can't expect the rules to teach the routines, we must teach specifically what we want to see.)
2. Articulate hopes and dreams. (What do you want to achieve this year? What is the purpose for our work/time together?)
3. Collaborate on an initial list. (What behaviors/skills do we need to exhibit? What will our class look like? Sound like? Feel like?)
4. Consolidate ideas so that there are 3–5 positively stated, broad rules. (What are some common ideas? How can the rules be framed as ideals that anchor our work?)
5. Post the rules. (Where can students see these rules and where can you quickly reference them?)
6. Teach and practice. (How can you make connections between observed behavior and posted rules? What language can you use to clarify how actions fit within the rules?)

Rules in School: Teaching Discipline in the Responsive Classroom, 2nd edition, by Kathryn Brady, Mary Beth Forton, and Deborah Porter (NEFC 2011) provides a wealth of information about the rules creation process.

Interactive Modeling: It is important to teach students our expectations. When we examine beginning, middle, end of the day, schoolwide, and academic routines it is clear that there are a wide array of skills that children need to know in order to successfully navigate any given school day. In order to set students up for success, we need to make sure we are teaching the specific skills and actions that need to take place. In addition, specific classroom routines and procedures must be taught. While children may have knowledge or understanding of how to line up for recess, where materials should be placed, or how to partner chat about a book, each individual child may have a very different understanding of what that task looks like in action. If we want to see something done in a specific way, we must model it.

Interactive Modeling can be extremely effective in helping children acquire skills needed to navigate social and academic learning experiences. The following are the steps in Interactive Modeling:

1. **Say what you will model and why.** "I'm going to show how we hang up our backpacks safely and neatly. I want you to watch and see what you notice."

Sample Staff Handbook Language: School Culture

2. **Model the behavior.** Walk over to hook. Take off one shoulder strap, then the other. Hold backpack on both sides and place on hook using loop at the top of backpack.
3. **Ask students what they noticed.** “What did you notice about how I hung up my backpack?” If they don’t notice the way you held the pack or that you hung it up by the loop, ask, “How did I hold it? What part did I hang on the hook?”
4. **Invite one or more students to model.** “Who would like to try to hang his/her backpack safely and neatly?”
5. **Again, ask students what they noticed.** “What did you notice about how Marcus hung his backpack?”
6. **Have all students practice.** Send by table groups to practice hanging up their backpacks.
7. **Provide feedback.** “I see students really being careful to hold the backpack on both sides.” “All our backpacks fit neatly in the space.”

Once a behavior is modeled, use proactive reminding language the next time children do the task. Continue to do this until you know the students can all complete the task without the proactive reminder.

As the year goes on, if students start to get sloppy or unsafe with this behavior, stop the class and use reminding language to have one student demonstrate the correct behavior (“Show me how we . . .”). Then have the class continue the routine in small groups. Make a note to remind students prior to the task the next time. Modeling should be done all year.

Finally, students notice what we, the adults, do and say. Therefore, we must model excellence for students in all aspects of our relationships with them as their teachers and adult role models.

For more information about Interactive Modeling, see *Interactive Modeling: A Powerful Technique for Teaching Children* by Margaret Berry Wilson (NEFC 2012).

Designing Classroom Spaces That Work: Children will easily take on the atmosphere of the classroom. If you want neat, organized, respectful, caring, and work-oriented students, then you must create an environment that is neat, organized, respectful, caring, and work oriented—and responsive to the developmental needs of the age group you teach. As you organize your space, think about the following:

- Furniture placement and flow
- Work spaces and uses
- Appropriate charts and visual cues
- Ease of transition
- Proximity to teacher
- Quiet spaces
- Places to store essential learning “clutter”

Sample Staff Handbook Language: School Culture

To help you think about how to create effective classrooms spaces, see *Classroom Spaces That Work* by Marlynn K. Clayton, with Mary Beth Forton (NEFC 2001).

Working With Families: Involving families in our work can have a great impact on our success in the classroom. Our relationship with families begins with strong lines of communication. The following are considerations when communicating/working with families:

- Communicate your preferences for communication and times you are available for communication. If you prefer not to answer email in the evening, let parents know up front when you are available to respond to questions.
- Keep parents informed through avenues such as weekly emails, newsletters, or web pages. If you are using students' photos/names in any public forum, make certain a release is on file.
- When you need support from parents to address behavioral concerns, approach situations with a “seek to understand” mentality and offer solutions/ideas for input. It is important to create balance of enlisting support but not pushing the issue onto the parents to solve.

Refer to *Parents and Teachers Working Together* by Carol Davis and Alice Yang (NEFC 2005) for ideas on how to best establish relationships with parents.

Reactive Strategies

No matter how carefully and effectively we use proactive strategies, there will be times when children misbehave. We need to have a plan in place when misbehaviors happen so we can stop the behavior, maintain safety, and preserve the dignity of the child and the group.

The following are the goals of responding to misbehavior:

- Stop the rule-breaking behavior
- Maintain a safe and orderly classroom
- Help students recognize and fix their mistakes
- Help students develop internal control of their behavior
- Preserve the dignity of the child and the group

There are a variety of ways that we can respond to misbehavior:

- Visual and verbal cues. (Example: If students are having trouble refocusing during a discussion, the use of a quiet signal may bring the group together.)
- Reminding and redirecting language. (Example: If students push and fumble over each other to line up for recess, tell them to stop and return to their desks. Before having them line up again, use reminding language—“How do we line up quietly and safely?”—then release students by table groups to line up.)
- Increased teacher proximity. (Example: If a student is off task while the group is engaging in work, moving closer to the student may help redirect the behavior.)

Sample Staff Handbook Language: School Culture

- Logical consequences—you break it you fix it; loss of privilege; time-out. (Example: If two students are carelessly playing with the jump ropes at recess and despite reminders continue to be unsafe, they may lose the privilege of using the jump ropes for that day or until the teacher is confident they understand the proper use.)

When responding to misbehavior and using a logical consequence, it's important to examine whether the response is respectful, related, and realistic.

To learn more about responding to misbehavior, see *Rules in School: Teaching Discipline in the Responsive Classroom*, 2nd edition, by Kathryn Brady, Mary Beth Forton, and Deborah Porter (NEFC 2011).

***Responsive Classroom* and Response to Intervention**

The following outlines how the *Responsive Classroom* approach can be used within the structure of Response to Intervention:

Tier One	Tier Two	Tier Three
<ul style="list-style-type: none"> • Morning Meeting • Rules creation • Interactive Modeling • Role-playing • Positive teacher language • Logical consequences • Classroom organization • Problem-solving strategies 	<ul style="list-style-type: none"> • Additional/individualized modeling • Buddy teacher time-out • Problem-solving strategies • Individual written agreements <p><i>Solving Thorny Behavior Problems</i> (NEFC 2009) and <i>Sammy and His Behavior Problems</i> (NEFC 2010), both by Caltha Crowe, can assist in developing Tier Two approaches.</p>	<p>Highly individualized systems for students at high-risk which will utilize and pull upon the following available resources (list school-specific resources such as counseling services; community liaison resources; special education service identification)</p>

Note: The above information should be merged with district policy and/or Response to Intervention Tier I, Tier II, and Tier III requirements.

Other Information to Include and Consider

- Agreed-upon adult norms
- School policies/forms for items such as attendance, referrals
- Academic policies (homework, grading, student work collection)
- Anti-bullying policy (information from *How to Bullyproof Your Classroom* by Caltha Crowe, NEFC 2011, can be used in conjunction with district policy on bullying)

Sample Staff Handbook Language: Overview of Discipline

(From *Responsive School Discipline* by Chip Wood
and Babs Freeman-Loftis, NEFC, 2011.)

_____ School uses the Responsive School Discipline approach. The goals of this approach are to ensure that children:

- Feel physically and emotionally safe in school so that they can learn at their best.
- Learn the skills for working and learning cooperatively with others.

Our schoolwide rules are:

- Work hard and allow others to work hard.
- Listen carefully and speak kindly.
- Take care of school property.

The adults at _____ School take time to model and teach children how to translate these rules into action in different situations. At the beginning of the year, we introduce rules and behavior expectations and guide students in practicing them. Using respectful words and tones of voice, we remind children of these expectations. When children behave positively, we let them know that we noticed. These actions let children know what the expectations are and help them stay motivated to meet those expectations.

When children misbehave, the adults at school handle the misbehavior firmly while preserving the child's dignity. Our first step is to stop the misbehavior quickly and simply (for example, with a brief word or gesture). If needed, we take further steps to help the child regain self-control, fix any problems caused by his or her mistake, and get back to productive learning.

In deciding how to handle students' misbehavior, we take into account how severe the misbehavior is and how likely it is to happen again. We may:

- Simply give a reminder or tell the child to do something different.
- Have the child sit closer to the teacher or other adult (often just being closer to an adult helps children remember what they're supposed to do).
- Use "take-a-break" (the child goes to a distraction-free space in the room for a little while to regain self-control).
- Limit the child's choice of activities for a while (for example, blacktop games only at today's recess; try field games again tomorrow).
- Guide the child in fixing problems caused by a mistake (for example, a glass of water spills when a child runs with it in the hall; problem is fixed by helping the custodian clean it up).

Sample Staff Handbook Language: Overview of Discipline

When a student needs additional supports, we may:

- Use buddy teacher take-a-break (the child goes to a distraction-free space in another teacher's room for a while to regain self-control).
- Use private take-a-break (the child goes to a supervised nonclassroom place, such as the counselor's office, for a while to regain self-control).
- Have the child stay for a longer period of time in the supervised place (in-school suspension).
- Have the child spend a period of time at home (at-home suspension).
- Meet with the child and/or parents to find other solutions.

When a child is asked to stay home from school, a parent must accompany the child to school the next day for a reentry meeting with the teacher and an administrator. This meeting is typically held within the first hour of the day.

We at _____ School strongly believe that children want to and can meet expectations. We value partnering with parents to help students do well in school.

SAMPLE STUDENT CODE OF CONDUCT—SAMPLE 1

While attending school during regular hours or during school-sponsored activities, students are expected to follow these basic rules, procedures, and expectations:

1. Your first priority at school is to learn. Avoid distractions that interfere with or are counter-intuitive to that mission.
2. Be in the assigned place with appropriate materials, ready to work at the designated time that class begins.
3. Keep hands, feet, and objects to yourself and never intentionally harm another student.
1. Use school appropriate language and behavior at all times while maintaining friendly and courteous behavior.
2. Be polite and respectful to everyone including students, teachers, administrators, support staff, and visitors.
3. Follow individual teacher instructions, class rules, and expectations at all times.
4. Do not be a bully. If you see someone being bullied, intervene by telling them to stop or immediately report it to school personnel.
5. Do not become a distraction for others. Give every other student the opportunity to maximize their potential. Encourage your fellow students. Never tear them down.
6. School attendance and participation in class are an essential part of the educational process. Regular attendance at school is necessary for student success. Furthermore, it allows students to achieve the maximum possible benefits from their educational experience. All students are encouraged to be present and prompt. School attendance is the responsibility of both parents and students.
7. Represent yourself in a manner that you will be proud of in ten years. You only get one opportunity to get life right. Take advantage of the opportunities you have at school. They will help you be successful throughout your life.

Student-friendly Code of Conduct SAMPLE-2

Show you CARE

Cooperation: cooperate with adults with other students

Assertiveness: ask for help, speak up for self and others

Responsibility: do what is needed; pick up after yourself

Empathy: think about how the other person feels

Self-Control: check your thoughts and your body

Adults are here to help and will:

- ❖ Show you what you need to know to be your best
- ❖ Help you fix mistakes when they happen
 - When the adult knows, the adults will do something.
 - The adults get to decide what happens. They may use:

Reminders or Redirections	Loss of Privilege	Time-Out	Break It, Fix It
Help you remember or tell you what to do	Not let you do something with others	Ask you to take a moment to regain control	Fix the problem yourself

Responsive Classroom Discipline Framework

The *Responsive Classroom* approach to discipline is designed to develop students' intrinsic motivation to choose socially and morally responsible behavior. This discipline approach teaches students to choose such behaviors because it's the right thing to do, rather than because of extrinsic motivators such as the promise of rewards or the threat of punishment.

Component	Goals	Practices	Notes
Creating a safe and predictable learning environment	To create and maintain a positive learning community and to: <ul style="list-style-type: none"> • Teach routines • Invest students in the rules • Teach students what happens if they break the rules 	<ul style="list-style-type: none"> • Teaching routines • Establishing rules and expectations • Investing students in rules • Hopes and dreams, setting goals • Envisioning, reinforcing, and reminding language • Structured reflection 	Self-regulation promotes positive relationships, a positive school climate, academic achievement, self-worth, and emotional well-being.
Preventing off-task behavior and misbehavior	To teach students how to translate the rules and expectations into behavior, and to hold students to such behavior in a proactive, firm, fair, and consistent manner.	<ul style="list-style-type: none"> • Interactive Modeling • Role-play • Structured reflection • Proximity • Visual cues • Proactive envisioning, reinforcing, and reminding language 	Teacher-student and student-student relationships are of primary concern. High-quality relationships contribute to a classroom and school climate in which students choose appropriate behavior out of respect for the teacher and one another.
Responding to off-task behavior and misbehavior	To handle off-task behavior and misbehavior respectfully and help the student get back on track, repair any damage caused, and develop self-discipline so as to prevent similar problems in the future.	<ul style="list-style-type: none"> • Proximity • Visual cues • Reactive reminding and redirecting language • Logical consequences: <ul style="list-style-type: none"> –Loss of privilege –Break it, fix it –Time-out, Space and Time 	The teacher must communicate behavior expectations clearly and impose logical consequences with fairness and consistency. The teacher's demeanor, words, and tone must be firm but caring.

Continued ►

Component	Goals	Practices	Notes
<p>Solving a chronic behavior problem</p>	<p>To understand the student's particular behavior problem and address it with modified or individualized discipline practices that get the student back on track for developing self-regulation; to help the student learn what strategies for returning to positive behavior works for them.</p>	<ul style="list-style-type: none"> • Problem-solving conference • Individual written agreement • Goal-setting • Interactive Modeling • Role-play • Proactive and reactive envisioning, reminding, and redirecting language • Structured reflection 	<p>Many of the discipline practices used generally (such as modeling of expected behaviors and checking in on progress toward goals) also work with students with chronic behavior problems. But for these students, the practices need to be used more frequently and systematically, with the involvement of parents and often other adults, such as behavior interventionists and guidance counselors.</p>
<p>Managing outbursts</p>	<p>To de-escalate or interrupt behavioral or emotional outbursts and to draw upon community support to help a student regain self-control at the point of escalation.</p>	<ul style="list-style-type: none"> • Interrupt the outburst <ul style="list-style-type: none"> –Notice the trigger –Use proximity –Use reminding language about a goal –Use distraction • Use distraction <ul style="list-style-type: none"> –Give them a responsibility –Give them choice –Offer self-selected time-out • Respond to the outburst <ul style="list-style-type: none"> –Use calming strategies for yourself –Listen with empathy –Be direct and genuine –Convey faith in children's abilities and intentions –Focus on action –Keep it brief –Know when to be silent –Use community support 	<p>The proactive approach to interrupting patterns of outbursts start with building a community of adults (such as buddy teachers, counselors, parents, teachers, school psychologists) who understand the student and their behavior. These adults work together to support the teacher and student in reducing and avoiding outbursts to help the student have success.</p>