

SCHOOL BEHAVIOR PLAN AND PROCEDURES

A Guideline for Equitable Discipline

STEP ONE: Be sure the students know the expectation. Say it, write it, post it, model it, and practice it.

STEP TWO: Cue the student. Restate the expectation. Correct the behavior with a pre-established consequence for the student. The consequence should be natural, if possible. If it is a contrived consequence, it should be logical. In either event, the consequence should be connected to the behavior and implemented as quickly as possible.

STEP THREE: Apply the pre-determined consequence. Change seats, redirect activities, write name on the board, confer with the student, etc.

STEP FOUR: If the consequence does not have the desired effect, begin to involve other resources. Contact the parent/guardian, by phone or note and request input and background information. If you need immediate intervention, contact a member of the support staff: an educational assistant, the behavior specialist, the social worker, special ed. Teacher, Title I support or other designated staff. The staff member may remove the student to provide an educational intervention (e.g. interview, counseling, redirection, problem-solving, etc.). The student should be returned to the classroom upon completion of the intervention.

Returning the Student: The person returning the student to the classroom should wait with the student to confer with the teacher, so the teacher is fully aware that the student has returned, what resolution has been achieved, what commitment is made by both parties, and to provide directions to the student so s/he can participate in the current class activity. The person returning the student should wait long enough to see that the student is able to re-enter the class and engage in the class activity without a further problem.

STEP FIVE: If the consequences have not had the desired effect, or if the behavior presents a clear and present danger to the student or others, an administrator should be involved. The administrator will employ resources and fact-finding to determine whether more intrusive interventions must be used. If suspension is required, the administrator will direct the teacher and/or support staff members to call a behavior review meeting. The parent will be invited to participate, at least by phone, in the meeting. The parent/guardian will be expected to meet with the administrator to re-admit the student to school following a suspension.

STEP SIX: If further action is required, the administrator will follow the directions of the Board of Education and proceed in accordance with districtwide policy.