

LEVEL I: CLASSROOM

The teacher is responsible for the learning climate in the classroom. The teacher, not the administrators, should handle some offenses. These offenses are minor, and although not necessarily overt, irritate the teacher and other students, undermining the teaching/learning environment. Teachers are expected to handle: chewing gum, passing notes, excessive talking, not prepared for class, not being in correct seat, refusing to work, not having homework completed, and any other offense which can be handled by a teacher.

- 1. Teacher Interactions with a Student Who is Misbehaving**

The first step a teacher should take with a student who is behaving inappropriately is to address the student directly, quickly and consistently. Addressing the misbehavior should be done in as concise a manner as possible to minimize the loss of instructional time. This might be a verbal cue or name on the board as a warning, depending on your classroom procedures. The student should be informed of what the appropriate behavior should look like, but this conversation should take place outside of the regular class time and usually in a private setting. Make sure that you have made your expectations clear and offered models of appropriate behavior.
- 2. Parental Contact**

If the student continues to misbehave, continue to follow your classroom discipline plan which **MUST** include a parent contact at some point. (sooner is better than later.) Teamwork between the parent and teacher to change the student's inappropriate behavior should be stressed and the student should be made aware of the partnership. The teacher will share with the parent their concerns and the consequences issued to this point. The parent should also be informed that if the misbehavior continues their child would be referred to the administration for further discipline.
- 3. Counselor Intervention**

If the student's inappropriate behavior continues following the parental contact, the teacher will enlist the counselor's assistance to address the student's motivation for the behavior. It is hoped that contact with the counselor will address behavioral concerns thus eliminating the need for disciplinary action. This will also open new lines of communication between the teacher and the student in looking for a positive resolution, a win-win situation. The counselor might write a behavior plan at this point.
- 4. Office Referral**

The current referral/discipline process follows a basic protocol. Once a teacher has exhausted all resources in the classroom in an attempt to change the student's inappropriate behavior, a referral should be written. (See form at the end of this document) The teacher should phone the office and send the student with the referral form, keeping one copy for their records. The goal of the administration is that the student be seen prior to the next class meeting and the behavior reviewed. For a first offense of a minor referral, consequences generally range from a timeout in the office to lunchtime detention(s). As offenses become more serious, the consequences increase to possibly include in-house suspension or out-of-school suspension. As with any referral, the parent is always notified. Consequences will be shared with the teacher upon request.

It may be necessary to repeat the above process for an individual student. Generally, following a third referral, the student is given one last opportunity to improve their behavior following the signing of a behavior contract developed at a parent conference. The behavior contract details acceptable behaviors and is developed and agreed to by all parties (i.e. student, parent, teacher, administrator). If after this step the student fails to abide by the stipulations in the contract, the student can be removed from class. A teacher must have followed due process before a student can be permanently removed from class.