



Campus Behavior Management Plan

The Solar Prep discipline plan is adapted from the Responsive Classroom program. Please see *Responsive Classroom Course Resource Book* for full implementation details.

When responding to problem behavior at Solar Prep, we will be guided by the following principles:

- We will respond to problem behavior only in ways that maintain the safety, well-being and dignity of the scholar.
- A primary focus of responses for problem behavior is the interactive modeling of the expected behavior.
- Our primary goal in responding to problem behavior is to minimize the loss of instructional time for that scholar and all other scholars in the setting.

1. School-wide

- Schoolwide rules created by scholar delegation (*Responsive Classroom Course Resource Book*, pg. 34)
- Make the rules a part of the school's common language and post in common areas (*Responsive Classroom Course Resource Book*, pg. 36)
- Use Interactive Modeling to teach rules (*Responsive Classroom Course Resource Book*, pg. 39)
- Brotherhood Shout-Outs based on Solar Six (during Brotherhood Circle)
- School-wide attention signal: Chime/hand in the air (*Responsive Classroom Course Resource Book*, pg. 42)
- Connect to values (Solar Six) when appropriate

2. Classroom

- Work with scholars to create classroom agreements (*Responsive Classroom Course Resource Book*, pg. 9-19)
- Use values (Solar Six) to acknowledge positive behavior when appropriate
- Practice and use school-wide attention signal (*Responsive Classroom Course Resource Book*, pg. 42)
- Use Teacher Language (Reinforcing, Reminding, Redirecting) to respond to misbehavior (*Responsive Classroom Course Resource Book*, pg. 59)
- Give logical consequences in response to misbehavior (*Responsive Classroom Course Resource Book*, pg. 81)
- Use Reparation (“You break it; you fix it) to respond to misbehavior (*Responsive Classroom Course Resource Book*, pg. 84)
- Use Time-Out to allow students to regain control and return to class (*Responsive Classroom Course Resource Book*, pg. 91)
- Give *Way to Go!* Cards to acknowledge great behavior. Give to students either in private or as part of a daily or weekly classroom celebration. Do not use to manipulate a misbehaving scholar (i.e. *I like the way...*).
- Traditional behavior management charts, including sticker charts, color charts, Class Dojo, etc.) will not be permitted.

3. Levels of Misbehaviors

If, after explicit teaching and redirecting, the scholar does not respond to initial redirects, pre-planned consequences may be required. See below.

Level 1:

The response to many behaviors will be a simple redirection and return to instruction or use of logical consequences (Reparations, Polish Chair, etc.). The Polish Chair may be appropriate to allow students to calm down and become ready to learn. Common Level 1 misbehaviors include, but are not limited to:

- Forgetting supplies
- Bothering/annoying others
- Refusal to work
- Talking out of turn

See “Classroom” section above for appropriate responses to Level 1 misbehaviors.

Level 2:

For scholar behavior that persists beyond a warning or repeated redirection and continuous disruption of learning, scholars may be referred to the counselor for a deeper exploration into the causes of the misbehavior and for counseling if necessary.

- Scholars will work with the counselor lunch social skills
- To make this referral, teachers will complete a Request for Support form provided by the counselor.
- Teachers will contact parents to inform them of the student's visit to the counselor.
- If necessary, the counselor may follow up with parents to give or seek more information.

Level 3:

If the teacher identifies persistent behavior concerns, and the scholar does not respond to the strategies listed above, the following steps are implemented:

- A. Request support from Principal.
 - a. Email Subject: Request behavior support for N. E. Student
- B. Teacher and principal hold initial face-to-face meeting with parents to share concerns and complete an action plan.
- C. Implement action plan and monitor (2-3 weeks)
- D. Principal will follow-up with observations of student, meetings with teacher, tools for teacher to use with behavior management
- E. Principal will schedule meeting for teacher and parent to revise the initial action plan if necessary.
- F. If improvement is not achieved, the student will be referred to the SST Committee.
- G. During SST, outside agency may be contacted.

Office Referrals should be made only when behavior violates the Student Code of Conduct and requires administrative action. The following steps are implemented for an Office Referral:

- A. Teacher supervising when the incident occurred should submit the *Solar Prep Teacher Discipline Referral* Form to Principal as soon as possible.
 - 1. Do not send the student to office.
 - 2. No additional names may be included on the referral, only the name of the referred.
 - 3. If the event occurs in specials or outside the homeroom class, please share a copy with the homeroom teacher.
- B. School administrator will issue appropriate consequence according to Student Code of Conduct.

Misbehaviors that could warrant an immediate Office Referral include:

- Fighting
- Bullying
- Injury to others
- Sexual harassment

***If IMMEDIATE help is needed, call the office.

Out-of-school suspension may be warranted in the most extreme cases, but only when the physical safety of the scholar, peers or staff are of concern. In such cases, every attempt will be made to instead use on-campus consequences and maintain access to instructional activities.

Use resources from the Responsive Classroom library for more information about responding to specific misbehaviors.