

Procedures for Student Behavior Management Program

The following progression of steps is to be used in the district as student behavior management programs are developed and implemented. Under extreme conditions, however, the concern for safety understandably overrides these procedures. Intervention with the student will be based upon the circumstances.

At the beginning of each school year, all classroom teachers will develop, post in their rooms and teach their students the classroom rules for behavior they expect. The classroom behavior management program should stress positive student behavior, be age appropriate and to the extent practicable, use approaches that are shown through research to be effective. Rules for behavior will be approved by the building principal to assure consistency with building and district behavior plans¹. The classroom behavior management program shall be administered with fairness, consistency and without bias.

The teacher's student management program should include the instructional and classroom management methods teachers will use in dealing with both appropriate and inappropriate student behavior. It is imperative that the teacher's classroom management methods be implemented early in the corrective process and before calling upon resources available beyond the teacher/classroom. If the student continues to act irresponsibly, the counsel of other teachers, counselor and the principal should be sought. This is an informal process where teachers set interventions.

If the corrective methods are deemed insufficient after implementation of consultation advice by the classroom teacher and principal, the student would be referred for the building-level student behavior management program and the principal would then appoint a case manager.

At the beginning of each school year principals will review the building-level student behavior management plan with teachers, students and parents. The building-level student behavior management plan will be the vehicle through which corrective instruction can be provided to students referred from the classroom. This plan is to be provided in writing to staff, students and parents. Appropriate reviews with these persons would be in order and records kept of reviews. The management plan should emphasize positive student behaviors.

It is imperative that building-level preferred intervention procedures be implemented before referral and evaluation.

If after a sufficient trial period, corrective methods are deemed insufficient to respond to the situation, the building principal should arrange for evaluation.

¹Research indicates that a large number of rules is confusing to students, hard to enforce and less effective in obtaining desired student self-discipline than is adherence to a smaller number of rules.

If the methods applied at the building level are insufficient to correct the behavior and the behavior is considered to be one which might lead to special education placement, the principal will follow the district's referral process to obtain assistance from the evaluation center.

Upon completion of the evaluation, a multidisciplinary team composed of a building administrator, or designee, the student's parent, the student's regular education teacher(s) and a representative from the evaluation center will determine the eligibility for special services. If eligible for special services, the case manager will coordinate the process.

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