

## **Management of Student Behavior**

The following steps are to be followed in order to provide for proper behavior management within the school environment. Under certain conditions, however, the concern for safety understandably overrides these procedures. Exceptions to the steps stated below may be made at the discretion of the Director of Special Education or building principal.

1. A building behavior management plan will be provided in writing to staff, students and parents/legal guardians at the beginning of the school year. This plan will be used to ensure the enforcement of classroom and school rules.
2. All teachers will develop, post, and teach their classroom rules for behavior. In addition, reasons for these rules are to be taught and reviewed in appropriate settings. Rules for behavior will be approved by the building principal at the beginning of each school year to assure consistency with building and District behavior management plans.  
In order to provide corrective instruction for any student not adhering to classroom rules, each teacher will have a classroom management plan t/lo include instruction and classroom management methods to be used in managing student behavior, including positive and negative reinforcements and provisions for parent/legal guardian contact.
3. If the corrective methods outlined in the classroom management plan are deemed insufficient with any student, the assistance of a teacher, school counselor and/or building administrator shall be sought to investigate effective behavior management techniques.
4. If the above corrective methods are deemed insufficient, the student may be referred to the School Intervention Team. At this time, a building administrator may arrange for District consultation services. However, it is imperative that building level intervention procedures be implemented before calling upon District support services other than consultation.
5. If, after consultation with District-level staff, implementation consultation advice, and a reasonable time period, it is felt that the methods applied at the building level are insufficient to correct behavior, and the behavior is considered to be one which might lead to Special Education placement rather than further disciplinary action, the building staff will follow the District's referral process for Special Education evaluation.