



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.

Responsive Classroom is an evidence-based approach to teaching that focuses on engaging academics, positive community, effective management, and developmental awareness. Our [workshops](#) and [books](#) and [conferences](#) help elementary and middle school educators to create safe and joyful learning communities where students develop strong social and academic skills and every student can thrive.

Independent [research](#) has found that the *Responsive Classroom* approach is associated with higher academic achievement in math and reading, improved school climate, and higher-quality instruction. It has been described by the [Collaborative for Academic, Social, and Emotional Learning \(CASEL\)](#) as one of the most “well-designed evidence-based social and emotional learning (SEL) programs”.

The *Responsive Classroom* approach is a way of teaching that emphasizes social, emotional, and academic growth in a strong and safe school community.

Core Belief

In order to be successful in and out of school, students need to learn a set of social and emotional competencies—cooperation, assertiveness, responsibility, empathy, and self control—and a set of academic competencies—academic mindset, perseverance, learning strategies, and academic behaviors.

Guiding Principles

1. Teaching social and emotional skills is as important as teaching academic content.
2. How we teach is as important as what we teach.
3. Great cognitive growth occurs through social interaction.
4. What we know and believe about our students—individually, culturally, developmentally—informs our expectations, reactions, and attitudes about those students.

5. How we work together as adults to create a safe, joyful, and inclusive school environment is as important as our individual contribution or competence.
6. Partnering with families—knowing them and valuing their contributions—is as important as knowing the children we teach.

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

- Make school-wide rules a part of the school’s common language and post in common areas.
- Use Interactive Modeling to teach rules
- Sisterhood Shout-Outs based on Solar Six (during Sisterhood Circle)
- School-wide attention signal: Chime/hand in the air
- Connect to values (Solar Six) when appropriate

2. Classroom

- Work with scholars to create classroom agreements
- Use values (Solar Six) to acknowledge positive behavior when appropriate
- Practice and use school-wide attention signal
- Use Teacher Language (Reinforcing, Reminding, Redirecting) to respond to misbehavior
- Give logical consequences in response to misbehavior
- Use Reparation (“You break it; you fix it) to respond to misbehavior
- Use Time-Out to allow students to regain control and return to class
- 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...*).

4. 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 redirection and return to instruction or use of logical consequences (Reparations, Time Out, etc.). Time for reflection 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 assistant principal for a deeper exploration into the causes of the misbehavior and for counseling if necessary.

- To make this referral, teachers will complete a Request for Support form provided by the administration.
- Teachers will contact parents to inform them of the student’s visit to the student guidance office.
- If necessary, the administrator 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. 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.
- 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