

MILWAUKEE PUBLIC SCHOOLS

Culture, Climate, and Alternatives to Suspension Toolkit

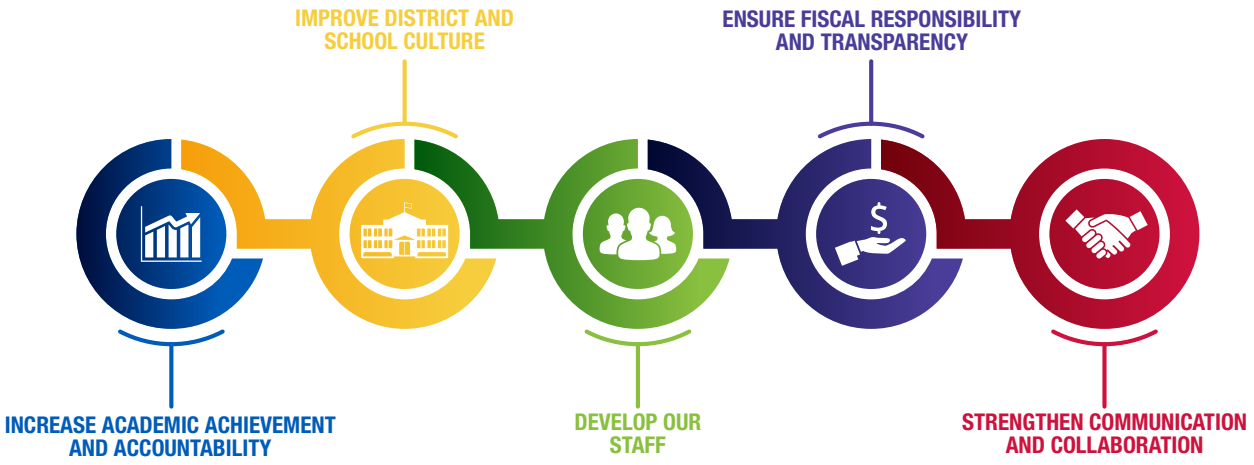
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FIVE PRIORITIES FOR *SUCCESS*



Culture and Climate Toolkit Overview

The MPS Culture and Climate Toolkit is designed to provide MPS staff with research-based strategies that can be used as alternatives to discipline referrals and suspensions.

Specific attention should be paid to applying these strategies within your school culture and emphasizing the Essential 8: arrival, breakfast, morning meetings/circle/grade-level meetings, transitions, lunch, dismissal, celebrate learning, and school-wide discipline plan.

Purpose of this Guide

- Highlight proactive and reactive strategies and best practices for classroom management.
- Support integration and extension of Positive Behavioral Interventions and Supports (PBIS) program implementation.
- Build the capacity of staff members to use restorative practices in their classrooms.
- Provide support at the school level for classroom management best practices.



Goals of Improving Culture and Climate

- Decrease disproportionality of exclusionary practices being used with students of color, especially African-American students.
- Decrease the number of Central Services discipline referrals and suspensions.
- Provide a safe, nurturing environment for students and staff to learn and work.
- Increase the number of schools using restorative practices.



Components of School Climate

Many strategies are available that teachers and staff can use to build a positive classroom culture and climate. Teachers and staff are encouraged to implement and try new strategies as needed to achieve desired outcomes. Further examples and alignment within various approaches and pathways of school climate can be found online.

Relationships & Community

- Community and relationship building is prioritized and there is a strong sense of welcoming within the space
- Environment is holistic and individuals' minds, hearts, bodies, and spirit are supported/respected/valued

Expectations & Procedures

- School and classroom expectations are set and followed consistently to support student success
- Routines are predictable and balance community needs
- Shared decision making between staff, students, families and/or community is evident

Skill Development

- Cultivate student's strengths to participate as members of their school community
- Prioritize empowering students to develop and maintain their own wellness
- Support regulation and reflection

Responding to Student Behavior

- Staff members using a variety of strategies to support student positive behaviors and redirect negative behaviors
- Recognize the importance of holding oneself accountable to the expectations of the space, as well as the ability to hold one another accountable
- Repair and heal relationships and community when harm has occurred, by giving voice to all impacted

Systems of Acknowledgement

- Celebrate the successes of individuals and the group
- Create an environment that promotes joy
- Acknowledge the value that individuals bring to the group

Culture, Climate & Alternatives to Suspension Toolbox

The toolbox is designed to provide best practices, systems, and resources to proactively support student behaviors. When used in disciplinary situations, the toolbox offers alternatives to suspension.

Included in this toolbox is information about key areas all classroom teachers need so they can establish routine procedures that will assist in the day to day management of their classroom. These techniques will aid in creating and maintaining an environment conducive to teaching and learning.

Community Building

- Specific classroom strategies
- School-wide best practices

Proactive Strategies

- PBIS framework
- Restorative practices
- Social-emotional learning/Second Step
- Expectations/procedures
- Trauma-sensitive practices
- Culturally and linguistically responsive practices

Responding to Behaviors

- T-Chart
- Function of behaviors
- Specific classroom strategies
- Documenting in Infinite Campus — PLP Classroom Behavior
- Building Intervention Team (BIT)

Administrator Alternatives to Suspension

- Office-managed behaviors
- District Code of Conduct
- Administrator alternatives to suspension

Additional Topics

- Bullying prevention
- Engaging student voice
- Five Universal Supports Classroom Management Plan for Lesson Planning
- Bias



Supporting Climate and Alternatives to Suspension Process

Creating a positive school climate and managing discipline exist on a continuum This process starts with community building at the school and classroom level for all students.

After community has been created, preventative strategies and frameworks can be implemented to ensure teaching and learning take place in the classroom. Even with the use of strategies, some students still might struggle meeting the behavioral expectations of the classroom. All staff members need to have specific strategies they can utilize that serve as documentation in the support of students.

The Building Intervention Team (BIT) should be utilized to provide support to students in need. For students who engage in chronic behaviors that are not changing with support, a behavior referral is used. Administrators will meet and discuss the behavior referral with the student, then decide the level of discipline to be used. Alternatives to suspension for students are encouraged when appropriate.

This toolkit is designed to be used with all students in Milwaukee Public Schools, including students with disabilities. All students have the right to be treated with dignity and respect and deserve an education that will allow them to meet their goals for the future. Staff should follow the **Universal Design for Learning Guidelines** to ensure all students are able to access and participate successfully in their education.

Supporting Positive Climate Continuum

1 Community Building
- Student-teacher
- Student-student
- School-wide
- Classroom

2 Proactive Practices
- PBIS framework
- Restorative practices
- Trauma-sensitive practices
- Social-emotional learning
- Expectations/procedures
- Culturally & linguistically responsive practices

3 Responding to Behaviors
- T-Chart
- Classroom strategies
- Documented within PLP Classroom Behavior

4 Alternatives to Suspension
- Infinite Campus behavior referral
- Administrator resolutions
- MPS Code of Conduct



Community Building

A number of studies, including an **analysis of teacher greetings**, reveal that students learn best from teachers they feel care about them. Relationship building is shown to **increase academic outcomes**.

Building a positive school and classroom climate aids in addressing potential discipline issues beginning on the first day of school and continues with all students throughout the year. Staff members should have specific strategies they use throughout the academic year to engage all students in relationship building with peers and with staff members.

Underlying Beliefs when Building Relationships

- Relationships are a valued part of how a school operates and a foundation of how all individuals learn.
- Leaders set the expectations for relationship building in their schools.
- When building relationships, our motivation to build relationships is an important foundation.
- Relationships are fragile and are an ongoing process.
- Relationship building is a two-way process that requires a level of disclosure and vulnerability from all parties involved.

Tips for Building and Sustaining Relationships with Students

- Be willing to invest time and energy into relationships
- Make time, ask questions, and listen
- Share about yourself
- Be persistent
- Communicate regularly
- Identify areas of mutual interest and discuss areas of difference

The pages that follow include specific best practice strategies to continue to build a community with all students.

Community Building Strategies

STRATEGY	DESCRIPTION AND EXAMPLES
Morning Meeting	Four main elements 1. Greeting 2. Sharing 3. Activity 4. Morning message The goal of a morning meeting is to build connections and community while setting a positive tone for the day. • Curtin Elementary School example • Edutopia example 1, example 2, example 3 • MPS bilingual classroom example • Advisory meeting
Daily Check-In	Start your day/week with a specific question that allows students to check in. Responses could be self-reflective in a journal, with a partner/small group, or shared around the room as a group. • 21 Quick Questions to check in on Students' Well-Being • 50 Weekly Student Check-in Questions • We Are Teachers: 50 SEL Prompts for Middle and High School Students • Edutopia: Building a Better Check-in
Student Survey	Teachers can create a survey to help them learn about their students at school and outside of school. Surveys can be done throughout the year to gain further insight from students about their experiences in and outside of school. • Examples from Education World
"Would you rather?"	An activity aimed at getting students to talk by answering a question. Can be used as a brain break or introduction. 225 of the Silliest "Would you rather" Questions
Equity sticks	Wooden Sticks with student names that teachers can pull during instruction to encourage equitable participation. • TeachStarter Example
Classroom Jobs	Set tasks for students to complete throughout the day to build community. These could be tied to a classroom acknowledgment for students to earn. • The Simply Organized Teacher Example
Four Corners	Students are given a prompt with four possible choices and go to the corner/area of the classroom for that choice/preference. For example, ask about students' favorite candy and identify areas for Snickers, Kit Kat, Skittles, and Starburst. • A Walk in the Chalk: Four Corners Activity • Facing History and Ourselves: Four Corners • Teach This: Four Corners Activity
Worst-Case Scenario	This activity encourages debate and peer discussion in teams. Divide the class into groups of about 5–6 students. Hand them a case or a problem—a scenario in which they have limited resources. Teams must arrive at the best possible solution within a time limit. • Lost at Sea Exercise • Survival: A Simulation Game

STRATEGY	DESCRIPTION AND EXAMPLES
Picture Story Building	Make groups of 8–10 students and pass a picture sheet to each group. Each group should look at the picture, discuss, and build a story around it. • 8 Fun Storytelling Games Using Image Prompts • Finish the Story Game
Classify This	Task a group to categorize a random assortment of things (pictures, paper clips, pencils, salt shaker, umbrella, socks, ketchup sachet, fork, and so on. • The Classification Game • Oregon State: The Classification Game
Appreciation, Apology, Aha	As a quick, daily closing activity, students gather in a circle and share an appreciation of one of their peers, an apology, or a light bulb moment. The teacher models the activity by sharing and then asks for volunteers to speak. • 60-Second Strategy: Appreciation, Apology, Aha
Rose & Thorn	At the start of class, the teacher and students take turns sharing one rose (something positive) and one thorn (something negative) each. • Edutopia Rose and Thorn Activity
2x10 Strategy	A strategy to get to know a student by talking with them two minutes per day for ten days. • Truth for Teachers: The 2x10 Strategy • 2x10 and 5x5 Sample Lesson
Story Circles	The story circles activity requires students to take turns telling a story or adding to a story. Students sit in a circle (if possible) and begin by saying, "Once upon a time." The person sitting immediately to the right picks up where the first student or teacher left off. When that person finishes the sentence, the next person in the circle continues the story. Go around the circle as many times as desired before concluding the story.
Find a Student	A variety of strategies in which students mingle and find students will similarities and differences or specific interests. • Bingo Template • Get to Know You Bingo for Kids • Diversity Bingo • Student Venn Diagram • Getting to Know Each Other Venn Diagram
My Neighbor	Have players stand in a circle and choose one to stand in the middle. The person in the middle reveals something true about themselves. If any players in the circle believe this statement applies to them as well, they must get up and find a different seat. At the same time, the person in the middle also tries to find a seat. Whoever is left without a seat is the next person to stand in the center and say something about themselves.
In Their Own Words	Document the stories that children tell throughout the day. Have clipboards available in all areas and model how the children can record through drawing or writing what they do. Take time to write down what the children say or have them draw/write about their play activities. Their stories can be reflective of what is going on both in and outside of school.



Additional resources with examples:

Teach Thought: 10 Team-Building Games for the First Day of Class

15+ Team-Building Activities and Games for Teens

Cool Team-Building Activities for Teenagers

MPS Ropes and Challenges Program

A Great List of Team-Building Games

The Best 37 Team-Building Activities

Online Jeopardy Game Board

Building Relationships: **MPS PBIS Pinterest**





Proactive Practices



Best Practices in Classroom Organization and Management

The key to a successful classroom is not in how teachers handle misbehavior after it occurs, but rather what teachers do to prevent problems from occurring in the first place. This concept has shaped the field of classroom management as a prevention-level imperative.

Classroom management is defined as the actions that teachers take to create an environment that supports and facilitates academic, social, and emotional learning. An abundance of research demonstrates just how critical classroom management is to enable effective instruction, student achievement, and classroom behavior. Research also shows that in classrooms in which teachers have less classroom management, students are at greater risk of being suspended. In practice, we find that effective academic instruction cannot occur without effective classroom management.

Classroom management includes practices and procedures to maintain a connected learning community in which instruction and learning can occur and students can thrive. Focusing on classroom management during the first few weeks of a new school year will help develop a positive classroom environment that facilitates student learning all through the year. Strong classroom management happens within the context of relationships; the center of any classroom organization and management plan includes community building to develop effective relationships with our students and among our students.

Effective classroom management comprises several key components:

- Promoting a student-centered climate
- Arranging the physical space
- Developing expectations and procedures
- Creating systems for student accountability and motivation
- Preparing to maintain good student behavior
- Organizing the environment for a variety of instructional formats
- Sustaining student attention and lesson momentum

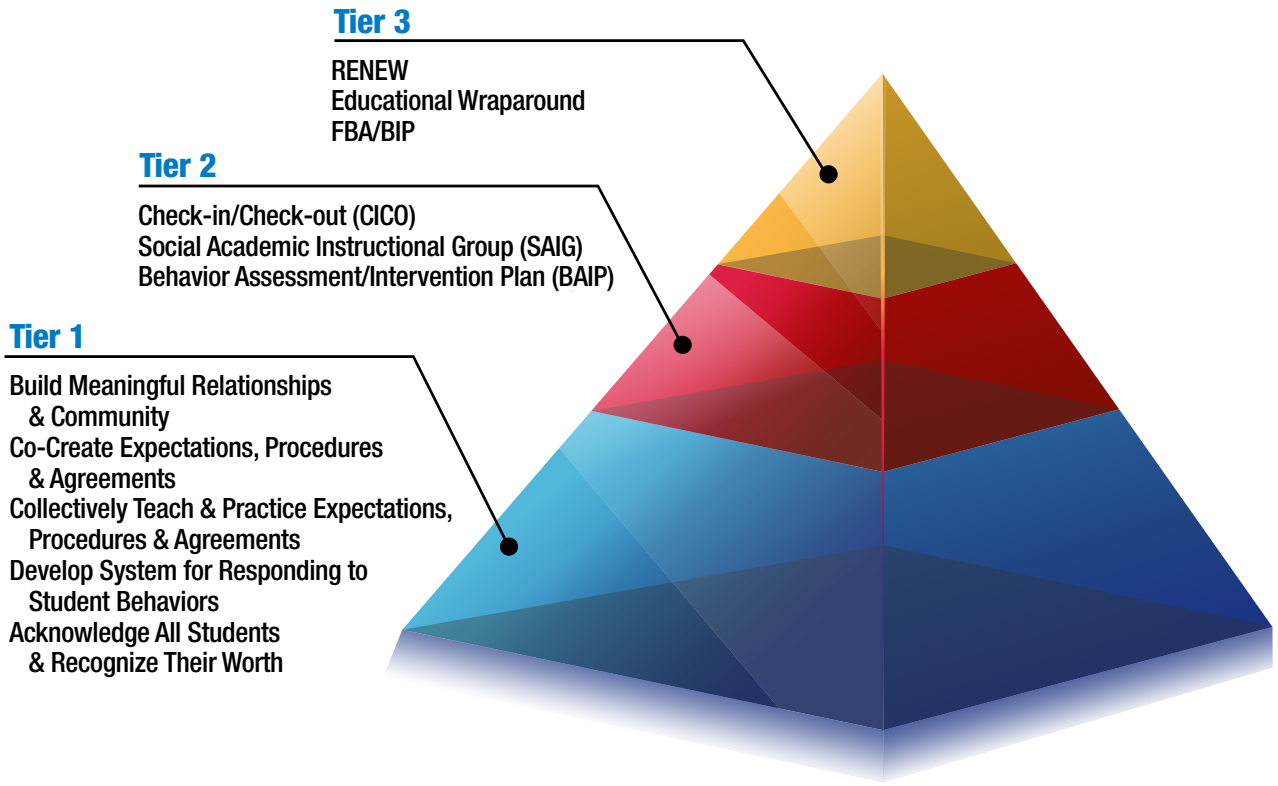
Much like the support we provide to students, classroom management support can be conceptualized in a tiered system. In MPS, a component at the base of that framework is the Classroom Organization and Management Program (COMP), a three-day workshop available to all district teachers. COMP presents a research-based framework coupled with strategies to create positive conditions for learning. Email **violenceprevention@milwaukee.k12.wi.us** to learn more, or search for COMP on LMS to register for a session. Additional resources for setting up and maintaining a positive environment for learning include the **Edutopia Classroom Management: Resource Roundup**.

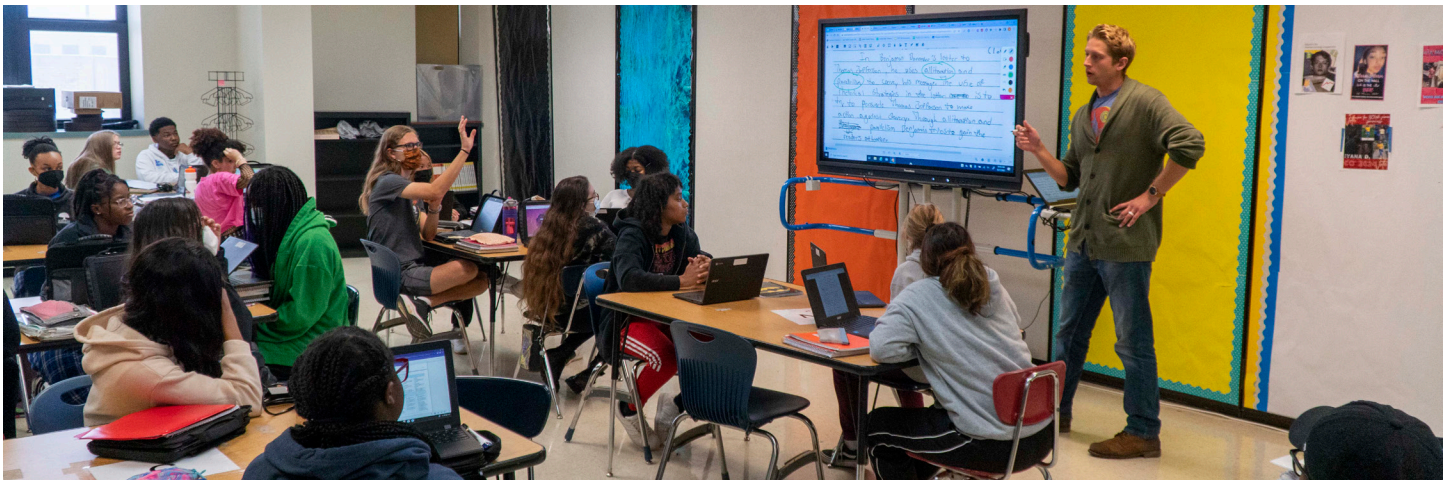
Multi-Level System of Support – Positive Behavioral Interventions and Supports Framework

To address the need for appropriate discipline practices in all classrooms, including early childhood classrooms, Milwaukee Public Schools has implemented the Positive Behavioral Interventions and Supports (PBIS) framework. Research reveals that a PBIS framework reduces classroom disruptions and student suspensions through a school-wide, tiered intervention approach, which leads to increased student achievement. The framework uses a variety of student supports, effective practices, and evidence-based interventions across three tiers.

A multi-leveled system of support is a comprehensive approach that is designed to teach, nurture, and encourage positive social behaviors. All supports begin with relationship building between staff members and students, thus creating a community of learners in the classroom.

All schools create expectations for student behavior that are taught, acknowledged, and reinforced by all staff members. Students who continue to struggle to make positive choices with their behavior are provided tiered interventions through the school's PBIS framework. All supports and interventions are available to ALL students, regardless of special education status.





Restorative Practices

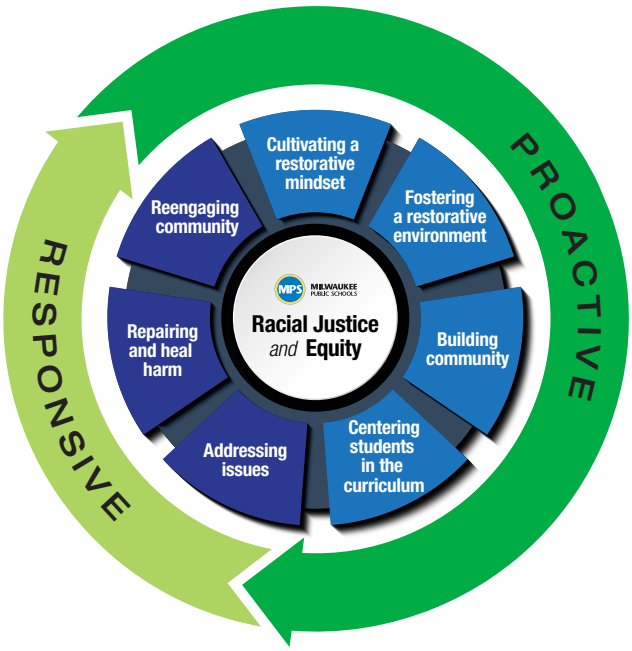
Restorative Practices is a framework, rooted in indigenous wisdom and teachings, that refers to all the things we do to build, maintain, and repair relationships. When being restorative, we honor cultures and identities, ensure all voices are heard, and foster connections. This framework naturally creates cultures in which everyone is accountable and supported in striving to be their authentic selves socially, emotionally, and academically.

Values

We center relationships, dignity, justice, trust, joy, and healing in schools.

The restorative framework includes a continuum of practices to support racial justice and equity as the heart of the continuum. **Proactive practices** include cultivating a restorative mindset; fostering a restorative environment; building community; and centering students in the curriculum. **Responsive practices** include things we are doing to heal and support one another when conflict or harm occur. These include addressing issues; repairing and healing harm; and re-engaging community. The continuum includes informal and formal processes and uses the circle process in all areas.

Restorative Practices Continuum



Restorative practices is not a program or curriculum. It is a shift in mindset and a shift in the way we react to situations and communicate with others. The chart below illustrates this shift in mindset.

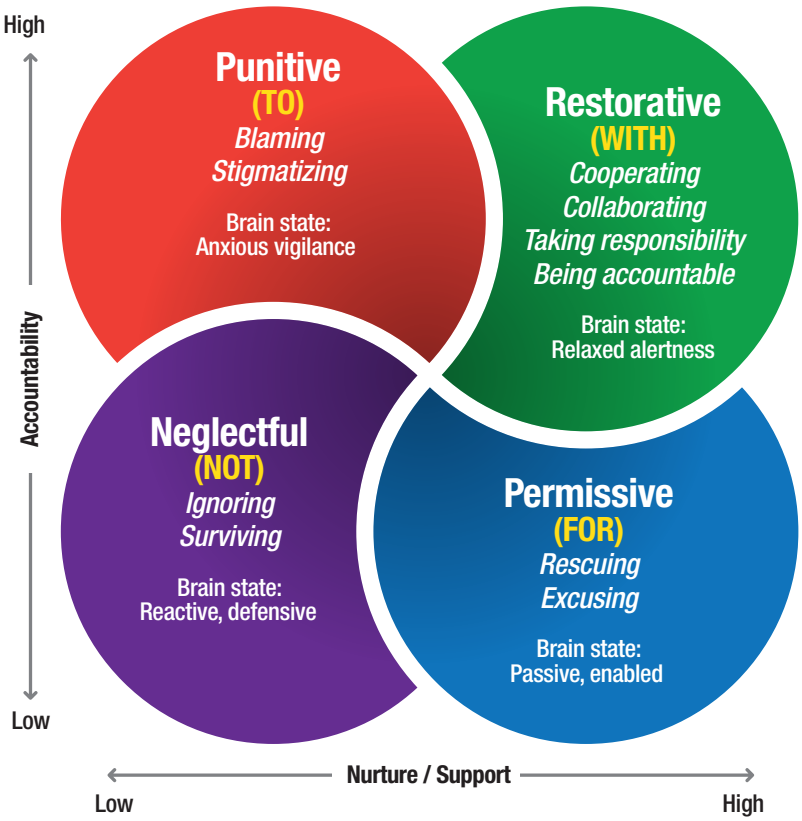
	TRADITIONAL APPROACH	RESTORATIVE APPROACH
The role of authority	Establish which rules have been broken and who is to blame	Facilitate relationships, build community, and promote shared agreements
Students are expected to…	Comply with authority figures in pursuit of personal achievement	Be empathic, responsible members of a learning community with established shared agreements rooted in collected values
Relationships are…	Secondary to academic achievement and dependent upon a child's desire to have a relationship	Fundamental to all meaningful learning
In response to harm, the focus is on…	Placing blame and assigning punishment in response to rule violations	Helping students accept personal responsibility by understanding the impact of actions and repairing the harm caused
Conflict is…	A barrier to learning and an interruption to teaching, and should be resolved immediately or avoided	An opportunity to teach empathy, learn from our mistakes, and strengthen existing relationships
Change is expected to be…	Immediate	A process that takes patience and time

As staff members reflect on their classroom culture and climate, it is important to reflect on the following questions.

- *How can I continue to move my mindset toward a more restorative approach?*
- *How do we view the role of authority in facilitating relationships and community?*
- *How do we ensure students understand that we expect them to show empathy as responsible members of the classroom community?*
- *How do we center the importance of relationships, especially when problem behaviors arise?*
- *When harm occurs, how do we work with students to help them accept responsibility for the impact of the harm?*
- *How do we view conflict in the classroom as an opportunity to learn?*

A restorative approach can be further conceptualized within the context of the social discipline window. This window illustrates how the different ways people provide support and accountability can affect the behavior and brain state of others.

Social Discipline Window

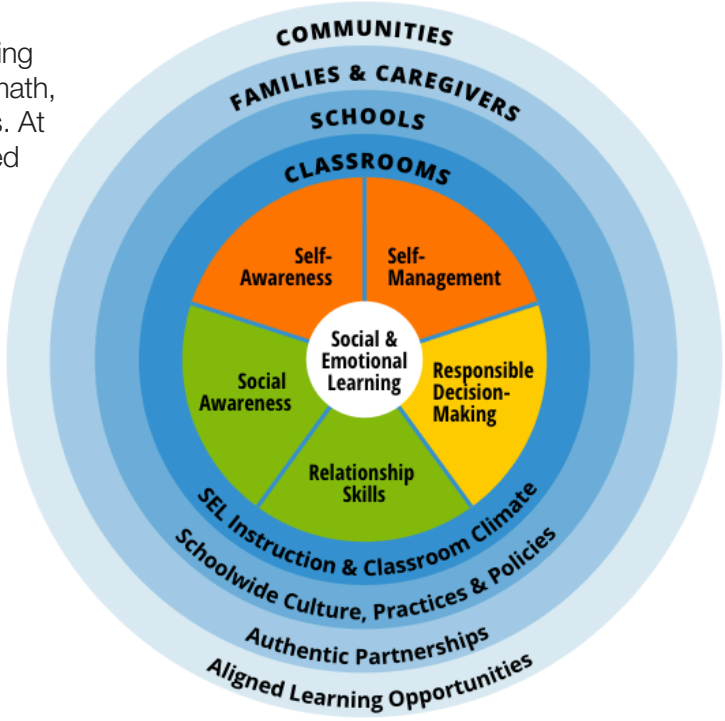


When operating from a ***restorative approach***, people with authority do things ***with*** students rather than ***to*** them or ***for*** them with a high level of support and a high level of accountability. Possible examples of the ***with*** approach:

- Including student/staff voice to co-create shared agreements and procedures
- Making class/school decisions and/or problem solving through discussion and reflection
- Asking students/staff questions to gain insight into needs required to be successful
- Using teaching strategies such as the KWL (Know, Want to Know, Learned) that connect to students' background knowledge and experiences
- Engaging students/staff in the learning process by providing choices
- Incorporating student feedback into the teacher's lesson plans
- Engaging students in deciding restorative consequences for challenging behaviors

Social-Emotional Learning

Schools play an important role for students in learning essential academic skills like reading, writing, and math, but school is also a big part of students' social lives. At school, students build on the skills they have learned at home, such as how to get along with peers and adults, how to problem solve, and how to manage strong emotions. These skills are called social and emotional learning.



What Is Social-Emotional Learning?

Social-emotional learning (SEL) is the way youth and adults learn and use the skills needed to:

- Develop healthy identities
- Manage emotions and achieve personal and collective goals
- Feel and show empathy for others
- Establish and maintain supportive relationships
- Make responsible and caring decisions

What Are the Five Core Competencies of SEL?

1. **Self-Awareness:** The ability to correctly recognize your own feelings, thoughts, and values, and how they affect your behavior across contexts. The ability to know your strengths and challenges, and to face them with confidence, optimism, and a belief that the skills you have can grow and change.
2. **Self-Management:** The ability to successfully regulate your emotions, thoughts, and behaviors in different situations. The ability to delay gratification, manage stress, and feel motivation and agency to accomplish personal and collective goals.
3. **Social Awareness:** The ability to take the perspective of and show empathy for others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.
4. **Relationship Skills:** The ability to develop and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, manage conflict, and seek and offer help when needed.
5. **Responsible Decision Making:** The ability to make caring and constructive choices about personal behavior and social interactions across diverse situations. The ability to consider ethical standards, safety concerns, and social norms, and to evaluate the benefits and consequences of different actions for personal, social, and collective well-being.

Social-emotional learning is equally comprised of the strategies and practices that we use as the leaders of classrooms and schools as well as the lessons and activities we implement that are designed to teach students skills and reinforce their use. Students best learn SEL skills — and how to moderate them according to different environmental demands — by being provided with a common language and framework for learning these skills along with opportunities to practice those skills woven into academic learning. Following are grade-level-appropriate resources for teaching, reinforcing, and practicing SEL throughout a student's instructional day.

In MPS, schools with elementary grades use the Second Step social-emotional learning curriculum as Tier 1

SEL instruction. Second Step is a research-based social-emotional learning curriculum for K3 – grade 8 and is taught by the classroom teacher. It is most beneficial to students when opportunities to practice skills are integrated throughout the school day. Additional information about Second Step can be found on the **MPS SEL site** or by emailing **violenceprevention@milwaukee.k12.wi.us**.

Elementary Social-Emotional Learning Resources

Strategies/Practices

CASEL 3 Signature Practices Playbook

Teaching the Whole Child: Instructional Practices that Support SEL in Three Teacher Evaluation Frameworks

Lessons/Activities for Students

Examples of SEL in Elementary ELA Instruction

Examples of SEL in Elementary Mathematics Instruction

Sample Teaching Activities to Support Core Competencies of SEL

Second Step

Ropes and Challenges

Secondary Social-Emotional Learning Resources

Strategies/Practices

CASEL 3 Signature Practices Playbook

Facing History and Ourselves Teaching Strategies

Fostering Civil Discourse: How Do We Talk about Issues that Matter?

Let's Talk Guide for Facilitating Conversations with Students

Teaching the Whole Child: Instructional Practices that Support SEL in Three Teacher Evaluation Frameworks

Lessons/Activities for Students

Community Matters: A Facing History and Ourselves Approach to Advisory (Grades 8–10)

EverFi

My Part of the Story: Exploring Identity in the United States

Random Acts of Kindness Curriculum

Ropes and Challenges

School Connect

Second Step Middle School

Trauma-Sensitive Practices

Trauma-sensitive schools strive to create school communities that:

- **Realize the prevalence** of trauma in students' lives;
- **Recognize the impact** of trauma on academic and behavioral functioning;
- **Respond** by providing universal and multi-tiered supports that are sensitive to each student's unique needs; and
- **Are mindful** of creating policies, procedures, and practices that **resist retraumatization**. Retraumatization is a conscious or unconscious reminder of past trauma that results in a re-experiencing of the initial trauma event.

A trauma-sensitive mindset provides a lens through which to view the multi-tiered system of support and practices implemented within. A set of fundamental principles serves as a foundation for shifting to a trauma-sensitive mindset. Staff members who work in trauma-sensitive schools regularly use the strategies below.

1. Understand the prevalence of trauma for young people and the impact it can have on their behavior and learning.
2. Adopt a perspective shift that enables them to see the behaviors of their students as a way to get a need met, rather than compliance or disobedience.
3. Take time to get to know ALL students because they understand that relationships heal and build school connectedness. Relationships are also an important strategy for building trust with students who have been traumatized so that they feel safe in school. Academic and personal achievement is optimal when students have healthy relationships with adults and peers.
4. Address their own capacity as caregivers, as well as the capacity of their colleagues, in developing a collaborative staff climate where the staff is supportive of one another and works as a team. Staffs are encouraged to engage in regular self-care to moderate the effects of vicarious trauma and burnout in order to prevent compassion fatigue or the loss of empathy for those in their care.
5. Encourage empowerment and resiliency to make students feel safe in school; facilitate interventions that teach students how to use sensory calming strategies and to self-regulate.
6. Utilize school-wide prevention and intervention programs that incorporate four domains of resiliency: relationships, self-regulation, academic competence, and health and wellness.

Additional information about trauma-sensitive schools can be accessed by viewing the Trauma-Sensitive Schools self-paced module series on LMS, by visiting the Trauma-Sensitive Schools mConnect site, or by contacting **violenceprevention@milwaukee.k12.wi.us**.

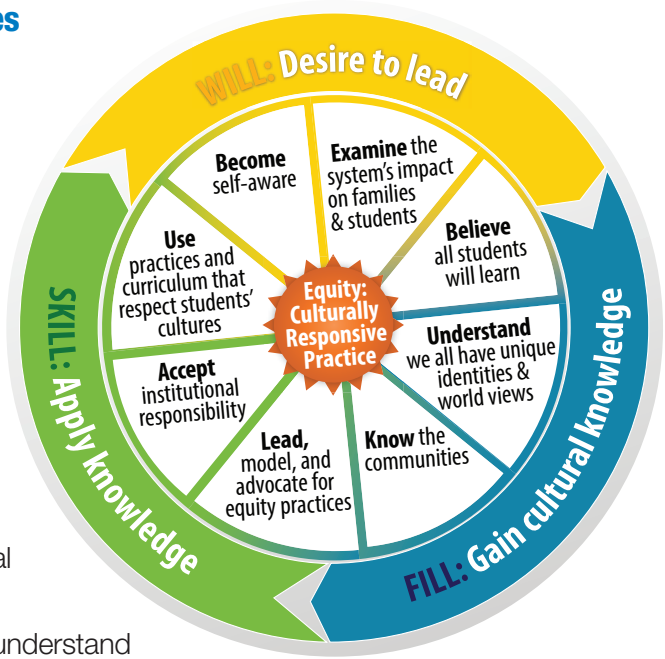
Trauma-Sensitive Schools Training Modules Series

1. Definition of Trauma
2. Self-Care
3. Community of Care
4. Impact of Trauma
5. Becoming a Trauma-Sensitive School, Part 1
6. Becoming a Trauma-Sensitive School, Part 2
7. Social-Emotional Learning (SEL) as a Trauma-Sensitive Practice
8. Practices that Promote SEL
9. Tools for School-Wide SEL Implementation

Culturally and Linguistically Responsive Practices

What Are Culturally and Linguistically Responsive Practices?

Education systems, processes, and habits adopted based on the belief that all students should be supported socially, emotionally, intellectually, and civically by leveraging students' lived experiences and learning styles to ensure student achievement.



Culturally Responsive Classroom Climate

Definitions and expectations of appropriate behavior are culturally influenced, and conflicts are likely to occur when teachers and students come from different cultural backgrounds.

Understand that problems arise when teachers do not understand and include students' cultural values in curriculum and instruction.

Recognition of one's own ethnocentrism and biases: Teachers must understand their own motives, beliefs, biases, values, and assumptions about human behavior.*

1. **Knowledge of Students' Cultural Backgrounds:** Teachers must develop skills for cross-cultural interactions.
2. **Awareness of the Broader Social, Economic, and Political Contexts:** Teachers must be aware of how individual prejudices based on norms of the dominant groups become institutionalized. Schools can privilege some groups while marginalizing others.
3. **Ability and Willingness to Use Culturally Appropriate Management Strategies:** Teachers must understand how their classroom management practices promote or obstruct equal access to learning. We must be alert to possible mismatches between conventional management strategies and students' cultural backgrounds.[1]

Teachers should work to bridge the gap between home and school and should validate students' cultures in the classroom. This is an ongoing process in which teachers incorporate different aspects of different cultures in each lesson and actively validate students' backgrounds each day.

Questions to Ask

- *What is the nature of my school's diversity? Do we take into consideration the cultural backgrounds of all our students when planning policies and practices?*
- *Who are the students for whom English is not their first language? Do we account for that?*
- *Do we have a community of respect where we learn to accept and appreciate one another's variances? Do we celebrate one another's victories and support one another's efforts? Do I consistently begin my lessons with what students already know from home, community, and school?*
- *Do we know our students well enough to build on their individual strengths? What can I do to support the needs of students and staff to build that respectful community? Do I understand the differences between academic language and my students' social language, and do I find ways to bridge the two?*

[1] Weinstein CS, Tomlinson-Clarke S, Curran M. Toward a Conception of Culturally Responsive Classroom Management. *Journal of Teacher Education.* 2004;55(1):25–38. doi:10.1177/0022487103259812

Proactive Practices for Positive Behaviors

A number of practices can be integrated into everyday systems within the classroom to encourage positive behaviors from all students and limit the need for specific redirection strategies for negative behaviors. Watch a **video** of proactive strategies for classroom teachers.

PRACTICE	EXAMPLE
Use a direct request/ I statement	Build off the relationship with the student and personally request a procedure, task, behavior, etc. "Alston, I need you to walk over here and take a seat at your desk." "Michelle, I am asking you to walk on the right side of the hall right now."
Distance	Decrease the distance between the student(s) and yourself when requesting anything; using proximity control removes the function of peer attention from their behavior.
Repeat requests	Make it a practice to always repeat a request, not just when students ask. Students in your class then learn that requests are always repeated twice. "I'm looking for someone who can read page 56 to the class. (pause) Aiden, can you please read page 56 to the class."
Allow time	Set a specific time for all requests and make it known to students; inform students how much time they have. "Students, please get into your assigned groups in 30 seconds."
More start requests than stop requests	Utilize more start requests than stop requests; indicate to students the behavior you want to see or the procedure they should be following. "Please have a seat at your table and work on the activity on page 120." "Aiden, can you walk on the right side of the hallway?"
Nonemotional/ calm requests	Always remain calm in your requests to avoid escalating a situation and demonstrate appropriate emotions for the situation.
Descriptive requests	Reframe a broad or general request, instead being as descriptive as possible. "Please silently stand up, walk over to the table, read the activity, and raise your hand when ready."
Reinforce/ acknowledge	Ensure all students hear 5:1 positive:corrective feedback. Verbally acknowledge behaviors you want to reinforce. "I appreciate you showing respect by being quiet in the hallways."
Visuals	Provide visuals for students on procedures, expectations, and shared agreements. Use visuals when transitioning and redirecting students.
Pre-correction	Prior to all transitions and procedures, remind students of the expectations and steps of the procedures. This can be student-led after initial teaching of expectation and procedure. Prior to entering the cafeteria: "As a reminder, when we get into the cafeteria, we stay on the right-hand side, walk at all times, use an indoor voice, and proceed directly to our seats."

Responding to Behaviors

All schools must have a behavior T-chart displaying classroom-managed and office-managed behaviors. The T-chart serves as a resource so that all staff members are aware of which behaviors they need to support with classroom management strategies and which behaviors they should refer to an administrator. The T-chart should be updated and reviewed at least annually with input from all staff members, but it can be updated as often as needed to address specific behaviors throughout the year.

All classroom-managed behaviors should be managed by staff members with a specific strategy and documented in Infinite Campus as a PLP Classroom Behavior. **More information on documenting in Infinite Campus can be found online.**

GENERIC MPS SCHOOL — T-CHART OF BEHAVIORS	
CLASSROOM-MANAGED BEHAVIORS	**OFFICE-MANAGED BEHAVIORS**
• Leaving classroom without permission • Arguing • Disrespect • Profanity • Lack of homework • Lack of supplies • Tattling • Refusing orders • Refusing to work • Sleeping in class • Throwing items • Off task behavior • Name calling/teasing • Running • Lying • Cheating • Toys • Electronics/cell phone	• Chronic disrespect/disruption • Vandalism and/or defacement of school property • Substances • Chronic teacher-managed behavior (detrimental to the learning or safety of others) • Weapons • Attempted battery • Battery • Fighting • Verbal/physical intimidation • Major stealing • Gang-related activity • Bullying • Harassment and/or assault (including sexual) • False alarms (fire/AED)





Responding to Individual Problem Behaviors – Flowchart

Classroom-Managed Behavior
What Teachers Will Do

Step 1: Redirection Statement

Reminder Statement: "Remember, the expectation is that we keep our hoods down in class. Please take yours down." Teacher walks away and gives student time to comply.

Affective Statement: Restorative Response: Observation (When...) + Feeling Statement + Needs (I need.....) + request (concrete action step).

Positive Affective Statement to Others: "I feel proud when students try hard to focus and take notes while I'm talking."

Classroom behaviors are documented in Infinite Campus in PLP under Classroom Behavior tab.

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Step 2: Teacher Response Strategy

Planned ignoring, redirection, secret signal, 1:1 conference, meet and greet, proximity control, move seat, acknowledgment, praise

For additional strategies, visit mConnect or the Intervention Toolbox at **tinyurl.com/mpsrtiinterventions**.

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Step 3: Responsive Conversation

Affective Question: Ask student about their feelings and the feelings of others. "I noticed you weren't paying attention in class. How are you feeling today?"

Small Impromptu Conference: "What happened? Who was affected? What can you do to make things right?"

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Step 4: Classroom-Level Consequence

Seat change, loss of privilege, removal of reinforcement, and so on

Call home.

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Step 5: Write Office Discipline Referral

Include intervention strategies.

Office-Managed Behavior
What School Leaders Will Do

Teacher writes office discipline referral.

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Administration uses Incident Intervention Toolbox to determine office-level response and implements response.

Review PLP Classroom Behavior to identify classroom strategies implemented by teachers.

Uses restorative strategies, as needed, to resolve issue with student.

Refers to Administrator Guide to Discipline for discipline levels and possible next steps.

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Going forward after discipline, the administrator should monitor the following:

- Teacher use of classroom management strategies
- Universal supports for all students
- Disproportionality data
- BIT/PBIS team meetings
- Use of restorative practices

Four Functions of Behavior

The pages that follow include a list of all behaviors available to document in PLP Classroom Behavior along with sample explanations and possible supports and interventions. The appropriate support or intervention will depend on the situation, the student, the function of the behavior, and what supports have been provided previously.

After identifying the specific behavior of concern, the next step is to gather information about the specific behavior, including when, where, and how often it is occurring. The Classroom Behavior Analysis Worksheet can help you define the behavior and what is happening before and after the behavior occurs. When determining the function of the behavior or the benefit the student is experiencing from engaging in the behavior, consider the **SEAT** acronym:

S	*Is the student seeking **Sensory** input?*
E	*Are they trying to **Escape** from a situation or activity?*
A	*Are they seeking **Attention** from others?*
T	*Is the student seeking access to something **Tangible**?*

The Functions of Behavior: SEAT chart may assist you in determining the function of the student's behavior, which will allow you to both determine preventative supports and select the most appropriate response to the behavior. Viewing behavior through this lens allows us to provide the right level and type of accountability and support to students and offers the greatest chance of promoting long-term behavior change.

FUNCTIONS OF BEHAVIOR: SEAT				
	SENSORY	**ESCAPE**	**ATTENTION**	**TANGIBLE**
Why?	The student needs sensory input. Engaging in the behavior feels good.	The student needs to escape or avoid a situation or activity.	These behaviors elicit a reaction from others.	The student is seeking access to a preferred person, activity, or item.
When?	These behaviors can happen at any time and in the presence or absence of others.	When the student judges an activity as too hard or too easy.	The student is seeking social interaction.	When the student wants a desired item or activity.
How to respond	Teach an acceptable behavior that will allow the student to satisfy their need.	Teach the child to request a break. Divide the undesirable task into smaller chunks. Provide choices within the activity.	Teach the student to receive positive attention by engaging in desired behaviors.	Teach the student to ask for the specific object or activity.
Examples	Student is chewing on materials. Provide student with gum or a chew stick.	Student runs out of the room during work time. Provide a break card that allows them to take a break in the room or work out a system with another teacher or professional to allow them to have a break with the pass.	The student blurts out in class to gain peer attention. Allow student to tell a joke at a designated time to allow peer attention.	Student has a tantrum to gain access to the iPad. Allow access to the iPad when the student has completed work.

PLP Classroom Behaviors

These pages provide a list of all behaviors available to document in PLP Classroom Behavior with general explanations and possible supports and interventions. **Additional recommendations for possible supports and interventions can be found online.** The appropriate support or intervention will depend on the situation, the student, the function of the behavior, and what supports have been provided previously (**possible supports/interventions**).

Research shows that to address racial disproportionality in discipline, staff, students, and families should engage in conversations about defining specific behaviors. These definitions are recommended as a starting point for those conversations, but further discussion as a staff is needed.

Behavior	**Arguing**
Example	Challenging staff member direction or request. Talking back to a staff member in an inappropriate manner.
Possible Supports/ Interventions	(One-on-one conversation) Establish a system for student to express concerns appropriately. (Mindfulness) Allow the student the opportunity to catch their breath, "take five," or engage in any mindfulness practice to best respond in the situation. (Planned ignoring) As the adult in the situation, simply walking away may cause the situation to de-escalate naturally. Provides time for you and the student to calm down. (Rewind/Broken record) Without engaging in an argument with the student, calmly and politely repeat the request. Staff can also add "Can we rewind a minute and try that again?" (VABB) Staff member validates/affirms student belief that they are arguing about and helps the student build/ bridge to the situationally appropriate behavior in an effort to calm down and stop the argument.
Behavior	**Lying/cheating**
Example	***Lying:*** fabricating the truth, making up stories about themselves or other students. ***Cheating:*** submitting work that is not created by the student, taking answers from another student or source.
Possible Supports/ Interventions	(One-on-one conversation) Talk to student and other students involved; remove students from peers to get full story from their point of view. (Planned ignoring) When lie is not harming any students, listen to student concerns and move on. (Parent contact) Ensure parent is aware of what the student submitted that was considered cheating. (Independent work) Student must submit a similar project or take assessment again in a different setting that limits the opportunity to cheat. (Engagement opportunities) Provide student more opportunities to engage in class discussion and activities, drawing specific attention to student within the lesson.
Behavior	**Cell phone use**
Example	Using cell phone outside of school-based cell phone procedures. Please refer to your school-based procedures regarding cell phones.
Possible Supports/ Interventions	(Praise 5:1) Consistently acknowledge students showing appropriate cell phone use. (Collect property) Collect cell phone following school and district protocols. (Proximity control) Physically move closer to the student using the cell phone. (Tangible acknowledgment system) Utilize school-wide system or classroom system to tangibly acknowledge student who is following school cell phone policy. (Engagement opportunities) Provide student more opportunities to engage in class discussion and activities, drawing specific attention to student within the lesson.
Behavior	**Destruction of property**

Example	Causing MINOR damage to school property, staff member's property, or other student's property. Property can still be used and damage is minor. Major damage should be documented as a behavior referral when appropriate.
Possible Supports/ Interventions	(Buddy classroom) Student takes school work/activity to another classroom to work for up to one hour. School has a system in place for students to work in another educational classroom in close proximity. (Community service) Student spends time in the classroom providing a service to the classroom or student(s) affected. Beautification of community/school (painting a mural, etc.) (Move seat) Assign student to a different seat in classroom, away from problem situation or property damaged. Possibly move closer to the teacher or the front of the classroom. (Reflection sheet) Have student reflect on their choices on paper, thinking over the causes of their behavior and the effect their behavior has on others/damage caused to property. (Community service) Student spends time in classroom providing a service to the classroom or student(s) affected by the damage to property. (Restorative circle) Conduct a restorative circle with student who caused the damage and students/adults who had property damaged to discuss the harm caused. (Restorative conversation) "What's going on? What lead up to that? How were you affected? How were others' affected? What can we do to make this right? What support do you need to do it?
Behavior	**Disrespectul to adult**
Example	Making rude and inappropriate comments toward an adult staff member.
Possible Supports/ Interventions	(One-on-one conversation) Talk to student individually about their behavior and situational appropriateness and better ways for them to display their emotions and feelings. (Mindfulness) Allow the student an opportunity to catch their breath, "take five," or engage in another mindfulness practice so they can better respond in the situation. (Reflection sheet) Have student reflect on their choices on paper, thinking over the causes of their behavior and the effect their behavior has on others. (Recovery area within room) Student takes a few minutes alone in a previously created space (a specific desk, bean bag chair, carpet space, etc.) to gather themselves and their emotions. (Restorative conversation) "What's going on? How do you think this affects me? What about other students? What about the impact on yourself? How can we ensure this does not continue happening?" (VABB) Staff member validates/affirms student belief about disrespect and helps the student build/bridge to the situationally appropriate behavior in an effort to create mutual respect between the student and adult.
Behavior	**Disrespectful to peers**
Example	Making rude and inappropriate comments toward another student.
Possible Supports/ Interventions	(Restorative circle) Conduct a restorative circle with student who was being disrespectful and students who were disrespected to discuss the harm caused. (Mindfulness) Allow the student an opportunity to catch their breath, "take five," or engage in another mindfulness practice so they can better respond in the situation. (Reflection sheet) Have student reflect on their choices on paper, thinking over the causes of their behavior and the effect their behavior has on others. (Recovery area within room) Student takes a few minutes alone in a previously created space (a specific desk, bean bag chair, carpet space, etc.) to gather themselves and their emotions. (Rewind/broken record) Remind student of expectations, rules, and/or procedures prior to transition or prior to problem situation occurring; for example, remind student to be respectful at lunch and treat peers with respect. (VABB) Staff member validates/affirms student belief about disrespect and helps the student build/bridge to the situationally appropriate behavior in an effort to create mutual respect between students. (Referral to BIT) Following school procedure, ensure Building Intervention Team (BIT) reviews student data and determines whether student should receive a Tier 2 intervention.

Behavior	**Failure to keep hands and feet to self**
Example	Physical contact is made between students in which no intent to harm was made nor an attempt to fight was seen. May include play fighting in which physical contact is made.
Possible Supports/ Interventions	(Buddy classroom) School has system in place for students to work in another educational classroom in close proximity to their current classroom. (Mindfulness) Allow the student an opportunity to catch their breath, "take five," or engage in another mindfulness practice so they can fully engage in the class and respond in situations instead of just reacting. (Proximity control) Physically move closer to the student as a physical cue to student to adjust behavior to meet expectations. (Redirection) Use a specific strategy to help a student focus on the task or activity the class is engaged in at the time. Strategy supports directing the student to the positive behavior expected in that situation. (Referral to BIT) Following school procedure, ensure Building Intervention Team (BIT) reviews student data and determines whether student should receive a Tier 2 intervention. (Restorative conversation) "What's going on? How do you think this affects me? What about other students? What about the impact on yourself? How can we ensure this does not continue happening?"
Behavior	**Inappropriate use of technology**
Example	Using technology such as Chromebook, camera, etc. for inappropriate reasons outside of the direct educational activity at hand; for example, going on YouTube or social media when they should be engaged in an academic activity or Google Classroom. NOT to be used to document cell phone use; use PLP Classroom Behavior—Cell Phone Use.
Possible Supports/ Interventions	(Brain breaks) Incorporate whole-class or student-specific brain breaks within instruction to provide for movement and opportunities to talk to peers in a controlled setting. (Proximity control) Physically move closer to the student as a physical cue to student to adjust behavior to meet expectations. (Self-monitoring) Student tracks a specific behavior they are engaging in during class. Set goals for number of incidents. (Rewind/Broken record) Without engaging in an argument with the student, calmly and politely repeat the request. Staff can also add "Can we rewind a minute and try that again?" (Engagement opportunities) Provide student more opportunities to engage in class discussion and activities, drawing specific attention to student within the lesson.
Behavior	**Leaving classroom without permission**
Example	Student chooses to leave classroom setting during instructional time without permission. NOT to be used for students who never come into the classroom (student must be marked absent). NOT to be used for students who are requested to leave the classroom by a staff member.

Possible Supports/ Interventions	(Move their seat) Move student's seat farther from doorway. (Mindfulness) Allow the student an opportunity to catch their breath, "take five," or engage in another mindfulness practice so they can better respond in the situation. (Behavior contract) Collaboratively work with student to make specific expectations and agreements about behavior. Use IF—THEN statements about what occurs if student continues to leave the classroom and what occurs positively when student remains in class the entire day/class period. (Brain breaks) Incorporate whole-class or student-specific brain breaks within instruction to provide for movement and opportunities to talk to peers in a controlled setting. (Referral to BIT) Following school procedure, ensure Building Intervention Team (BIT) reviews student data and determines whether student should receive a Tier 2 intervention. (Restorative conversation) Talk to student individually to better understand the need behind the behavior. Use curiosity without judgment. Questions such as "What led up to this?, What would help you stay in class?" (Secret signal) Create a signal student can use to help identify when they are feeling the urge to leave class. (Engagement opportunities) Provide student more opportunities to engage in class discussion and activities, drawing specific attention to student within the lesson.
Behavior	**Off-task behavior**
Example	Student is not engaged in the classroom activity at the time. Includes student not following along to whole group instruction, not participating in a small group activity/discussion, or not working on individual activity or assessment.
Possible Supports/ Interventions	(Brain break) Incorporate whole-class or student-specific brain breaks within instruction to provide for movement and opportunities to talk to peers in a controlled setting. (Mindfulness) Allow the student an opportunity to catch their breath, "take five," or engage in another mindfulness practice so they can better engage in the class. (Recovery area within room) Student takes a few minutes alone in a previously created space (a specific desk, bean bag chair, carpet space, etc.) to gather themselves and their emotions. (Secret signal) Create a signal such as touching your nose, or a phrase "eyes on me" (time to focus) as a reminder to students who are off task prior to transitioning to another consequence or strategy. (Praise 5:1) Praise individual student specifically when they are following directions, ensuring the student receives 5:1 positive verbal recognition of their behavior. (One-on-one conversation) Talk to student individually about their behavior and situational appropriateness and better ways for them to display their emotions and feelings. (Rewind) Teacher repeats the instruction or desired behavior. Regardless of student arguing or refusing, the teacher calmly just repeats the instruction three to five times. (Restorative conversation) Talk to student individually to better understand the need behind the behavior. Use curiosity without judgment. "I noticed you are not working, are you okay? What do you need to be successful today? How can I help?" (Engagement opportunities) Provide student more opportunities to engage in class discussion and activities, drawing specific attention to student within the lesson.
Behavior	**Profanity/inappropriate language**
Example	Student is using profane language or language inappropriate to a school setting.

Possible Supports/ Interventions	(Planned ignoring) If language is not bothering or harming other students, ignore behavior. Speak with student one on one about situational appropriateness of language and more appropriate word choices. (Behavior contract) Collaboratively work with student to make specific expectations and agreements on behavior. Use IF—THEN statements about what occurs if profanity continues and what occurs when student displays positive language. (Mindfulness) Allow the student an opportunity to catch their breath, "take five," or engage in another mindfulness practice so they can more appropriately respond using language. (VABB) Use strategy of validate/affirm/build/bridge to work with student to understand situationally appropriate language for the setting in school. (Referral to BIT) Following school procedure, ensure Building Intervention Team (BIT) reviews student data and determines whether student should receive a Tier 2 intervention.
Behavior	**Posturing**
Example	Physical contact is NOT made between students, but two or more students "square up" or otherwise make gestures or physical movements indicating they want to fight.
Possible Supports/ Interventions	(Buddy classroom) School has system in place for students to work in another educational classroom in close proximity. (Mindfulness) Allow the student an opportunity to catch their breath, "take five," or engage in another mindfulness practice so they can fully engage in the class and respond in situations instead of just reacting. (One-on-one conversation) Talk to student individually about their behavior and situational appropriateness and better ways for them to display their emotions and feelings. (Proximity control) Physically move closer to the student as a physical cue to student to adjust behavior to meet expectations. (Restorative circle) Conduct a restorative circle with students involved to discuss harm caused and appropriate behaviors and interaction going forward. (Referral to BIT) Following school procedure, ensure Building Intervention Team (BIT) reviews student data and determines whether student should receive a Tier 2 intervention.
Behavior	**Inappropriate personal property**
Example	Student has and is using personal property not appropriate for school (but not considered a weapon or drugs) including toys being played with in class. This does NOT apply to technology-based property. Technology property should be documented under "Inappropriate use of technology." Cell phones are documented under "Cell Phone Use."
Possible Supports/ Interventions	(Collect property) Following district and school protocols and policies, collect property to return at a later time or return to a parent. (Behavior contract) Collaboratively work with student to make specific expectations and agreement on behavior. Use IF—THEN statements about what occurs if negative behavior continues and what occurs when student displays positive behavior regarding personal property. (Planned ignoring) If possession of property is not bothering or harming other students, ignore behavior. (One-on-one conversation) Talk to student individually about their behavior and situational appropriateness and better ways for them to display their emotions and feelings.
Behavior	**Running**
Example	Student is being unsafe to themselves and others by running in any setting where the expectation is for students to walk at all times.

Possible Supports/ Interventions	(Praise 5:1) Praise individual student specifically when they are walking, ensuring the student receives 5:1 positive verbal recognition of their behavior. (Proximity control) Physically move closer to the student as a physical cue to student to correct their behavior. (Rewind) Have student try again except walk. (Research the topic) have student research and demonstrate learning on why running can be dangerous in school. If student does not agree with the rule, have students research and demonstrate why they disagree with the rule.
Behavior	**Refusal to work**
Example	Verbally and/or physically refuses to follow directions given by staff member. May just physically choose not to respond or may indicate verbally, "No."
Possible Supports/ Interventions	(Praise 5:1) Verbally acknowledge students who are working. Create individual student or class-wide tangible system to acknowledge being responsible and working in class. (Go Guardian) If student refuses to work on a computer, utilize features within GoGuardian to restrict access to other sites and programs on the computer. (One-on-one conversation) Talk to student individually (removed from peers) about class behavior and activity they should be working on. Collaboratively establish next steps with student. (Rewind) Teacher repeats the instruction or desired behavior. Regardless of student arguing or refusing, the teacher calmly repeats the instruction three to five times. (Engagement opportunities) Ask student for ideas on what would help them better engage in class discussion and activities. Provide choices. Allow students to choose topics or numbers to complete. (Referral to BIT) Following school procedure, ensure Building Intervention Team (BIT) reviews student data and determines whether student should receive a Tier 2 intervention. (Restorative Conversation) Talk to student individually to better understand the need behind the behavior. Use curiosity without judgment. "Are you okay? What do you need to be successful today? How can I help?"
Behavior	**Sleeping**
Example	Student is sleeping in class without permission or identification of reason.
Possible Supports/ Interventions	(Brain break) Incorporate whole-class or student-specific brain breaks within instruction to provide for movement and opportunities to talk to peers in a controlled setting. (Mindfulness) Allow the student an opportunity to catch their breath, "take five," or engage in another mindfulness practice so they can better engage in the class. Specifically use mindful movement activities. (Proximity control) Physically move closer to the student as a physical cue to student to wake up/pick their head up off the desk. (Behavior contract) Collaboratively work with student to make specific expectations and agreement on behavior. Use IF—THEN statements about what occurs if negative behavior continues and what occurs when student displays positive behavior. (Support staff consultation) If sleeping becomes chronic or becomes a major concern, request consultation with social worker to investigate higher level concerns of student and possibly family/home situation. (Referral to BIT) Following school procedure, ensure Building Intervention Team (BIT) reviews student data and determines whether student should receive a Tier 2 intervention. (Engagement opportunities) Provide student with more opportunities to engage in class discussion and activities, drawing specific attention to student within the lesson.
Behavior	**Tantrum**
Example	Student is yelling, screaming, kicking, etc., without causing bodily harm to self or anyone else. Uses words such as "no," "I don't want to," "Make me," etc. Will not respond to redirection or attempt at having a conversation with student.

Possible Supports/ Interventions	(One-on-one conversation) Talk to student individually (removed from peers) about actions and more appropriate ways to handle their emotions. (Restorative conversation) Use Affective Questioning to discuss with student the harm caused and motivation behind their behavior. (Buddy classroom) Student takes school work/activity to another classroom to work for up to one hour. School has a system in place for students to work in another educational classroom in close proximity. (Brain break) Incorporate whole-class or student-specific brain breaks within instruction to provide for movement and opportunities to talk to peers in a controlled setting. (Mindfulness) Allow the student an opportunity to catch their breath, "take five," or engage in another mindfulness practice so they can better engage in the class. Specifically use mindful movement activities. (Redirection) Use a specific strategy to help a student focus on the task or activity the class is engaged in at that time. Strategy supports directing the student to the positive behavior expected in that situation. (Support staff consultation) If tantrums become chronic or escalate, request consultation with Building Intervention Team (BIT) or support staff for possible inclusion in Check-in/Check-out or SAIG/small group. (Recovery area) Student takes a few minutes alone in a previously created space (a specific desk, bean bag chair, carpet space, etc.) to gather themselves and their emotions. (Planned ignoring) When behavior is not harming students or distracting others, ignore behavior. Speak one on one with student at a later time during the school day about behavior and expectations. (Referral to BIT) Following school procedure, ensure Building Intervention Team (BIT) reviews student data and determines whether student should receive a Tier 2 intervention. (Reflection) Written reflection and/or research on how missing classes negatively impacts the student, peers, and teachers.
Behavior	**Throwing items**
Example	Throwing an item without intent of harm to another student or staff member. May include throwing paper into trash can as a basketball, throwing an eraser against the wall, and so on.
Possible Supports/ Interventions	(Collect property) Following district and school protocols and policies, collect property to return at a later time or return to a parent. (Brain break) Incorporate whole-class or student-specific brain breaks within instruction to provide for movement and opportunities to talk to peers in a controlled setting. (Mindfulness) Allow the student an opportunity to catch their breath, "take five," or engage in another mindfulness practice so they can better engage in the class. Specifically use mindful movement activities. (Recovery area within room) Student takes a few minutes alone in a previously created space (a specific desk, bean bag chair, carpet space, etc.) to gather themselves and their emotions. (Move seat) Assign student to a different seat in classroom, away from problem situation or students. Possibly move closer to the teacher or the front of classroom. (Proximity control) Physically move closer to the student as a physical cue to stop the behavior. (Planned ignoring) If the thrown item is not disruptive, ignore the behavior and speak with student one on one at an appropriate time about behavior.
Behavior	**Talking out of turn**
Example	Student does not follow classroom procedures for sharing, answering a question, and so on, such as raising their hand.

Possible Supports/ Interventions	(Proximity control) Physically move closer to the student as a physical cue to student to refrain from talking. (Behavior contract) Collaboratively work with student to make specific expectations and agreement on behavior, using IF— THEN statements about what occurs if negative behavior continues and what occurs when student displays positive behavior. (Brain break) Incorporate whole-class or student-specific brain breaks within instruction to provide for movement and opportunities to talk to peers in a controlled setting. (Mindfulness) Allow the student an opportunity to catch their breath, "take five," or engage in another mindfulness practice so they can better engage in the class. Specifically use mindful movement activities. (Move seat) Assign student to a different seat in classroom, away from problem situation or students. Possibly move closer to the teacher or the front of classroom. (VABB) Use strategy of validate/affirm/build/bridge to work with student to determine strategy to correct behavior. (Referral to BIT) Following school procedure, ensure Building Intervention Team (BIT) reviews student data and determines whether student should receive a Tier 2 intervention. (Engagement opportunities) Ask student for ideas on what would help them better engage in class discussion and activities.
Behavior	**Wandering around room/out of seat**
Example	Student is choosing not to engage in classroom activity and is out of their seat in other locations of the classroom.
Possible Supports/ Interventions	(Brain break) Incorporate whole-class or student-specific brain breaks within instruction to provide for movement and opportunities to talk to peers in a controlled setting. (Mindfulness) Allow the student an opportunity to catch their breath, "take five," or engage in another mindfulness practice so they can better engage in the class. Specifically use mindful movement activities. (Recovery area within room) Student works in a previously created space (a specific desk, bean bag chair, carpet space, etc.) to gather themselves and their emotions and complete work independently. (Referral to BIT) Following school procedure, ensure Building Intervention Team (BIT) reviews student data and determines whether student should receive a Tier 2 intervention. (Reflection) Have student write a reflection or draw about what would happen if everyone broke that rule or if the rule didn't exist. If rule does not seem important to the student, write or draw a proposal or opinion on why the rule should be changed. (Engagement Opportunities) Ask student for ideas on what would help them engage better in the lesson.





Strategies to Manage Common Classroom Behaviors

As we look at classroom-managed behaviors across the district, we see trends of commonly occurring behaviors. Staff members should have a variety of strategies in place to manage these common behaviors.

Leaving the Classroom without Permission/ Hall-Walking

- **Communication board**
- Nonverbal communication system
- **One-on-one conversation with student**
- **Brain break or mindfulness strategies**
- **Moving the student's seat**
- **Classroom community**
- **Have student be a classroom helper**
- Reflection area with the classroom
- **Scanning and circulating**

Off-task/Refusing to Follow Directions

- **Increased use of "start requests"**
- Positively acknowledging on-task students
- **Moving the student's seat**
- **One-on-one conversation with student**
- **Interactive modeling**
- **Scanning and circulating**
- **Broken record technique**
- Referral to Building Intervention Team (BIT) for potential academic intervention
- **Nonverbal cues**
- **Proximity to student**
- **Giving clear directions**
- Increased opportunities to respond

Disrespect to Peers/Disrespect to Adults

- **Greeting at the door**
- **Developing classroom presence**
- **Building trust**
- **Holding a student conference**
- **2x10 intervention**
- **Use calm neutral tone**
- **Classroom affirmations**
- **Conflict resolution skills**
- **Student takes a break**
- **Mindfulness**

Restorative Responses for Challenging Behaviors

As we continue on the journey of becoming restorative schools, refer to an **MPS document** that offers restorative responses to address challenging behaviors for students based on behaviors listed in PLP notes.

Restorative Responses

A restorative verbal response works to build, maintain, and repair relationships. Restorative responses are:

- Focused on care for the other person
- Empathetic
- Calm
- Done at eye level

Restorative statements may:

- Express impact of behavior
- Express notices

Restorative questions:

- Are open-ended
- Demonstrate genuine interest and curiosity
- Seek to understand others' perspectives

Restorative Conversations

- Rooted in questions and empathetic listening; prompt reflection and empathy
- Help to build, maintain, and/or repair relationships
- If repairing relationships, they help everyone understand how a relationship was harmed, what the impact was, what the needs are, and how to repair that relationship

Restorative Redirection and Support Strategies

Restorative redirection and support offer high support and high accountability. When providing redirection and support restoratively, we operate from a restorative mindset, meaning we:

- Believe that conflict is normal and offers an opportunity to learn and grow
- View the behavior within the context to identify unmet needs (e.g., student has been sitting too long for instruction and needs movement)
- Separate the action of the person from the behavior (i.e., a child is not bad but may make a bad choice)

Restorative Consequences

- Are unique because they are created by asking those involved in the incident/conflict how to repair the harm and/or the relationship
- Separate the behavior from the person
- Are created through a restorative practice such as a restorative conversation, re-entry conversation, or a circle
- Are created by learning how those involved in the incident or conflict can best repair the harm and are rooted in the needs of the person harmed
  - *How do you think you can make this right?*
  - *What do you need to move forward?*
  - *Would you like any support?*
- Are related to the specific harm caused by the incident or conflict; for example, by contrast, suspension does not relate to damaging property
- Allow the individual to understand how their actions impact others in order to maintain and repair relationships and strengthen own social awareness

Examples of restorative consequences that may be considered "outside the box" could include researching a rule that was broken; designing posters, pamphlets, a video, etc., for others in the school community about appropriate versus inappropriate social media use; or creating a survey to administer to others about ways they have been harmed by social media.

EXAMPLES OF RESTORATIVE CONSEQUENCES	
Arguing	Challenging staff member direction or request, going back and forth with a staff member or another student. Staff members needing to continually explain, justify, and repeat directions to a specific student.
Restorative / One-on-one conversation	Talk to students individually: "I value you and your thoughts, so let's sit down and figure out how to make this work." "When you are ready to talk calmly, let's build and make this better." "What's going on that you are not following the plan? How can I help you be successful? Because I care about you and I have faith you can do this." "When you argue with me, I don't feel respected." "Do you like to argue? How do you feel when you argue? I feel _____ when we argue." "I know there are gifts and talents in everyone, and arguing doesn't help us get to a good place." "When I ask you to do something, I feel like all you have to say is OK. Can you try that or is there a short response you prefer today that shows you understood me?" "Let's rewind and try again."
2x10 Relationship Building	**Praise 5:1** Increase praise when being cooperative. **Mindfulness** Allow the student the opportunity to catch their breath, "Take 5,"or engage in any other mindfulness practice to best respond in the situation. Discuss self-regulation techniques with the student so they can work to communicate their needs calmly in the future. **Self-monitoring** Students track when they find themselves arguing with a peer or staff member. Goal set for the number of incidents, etc. **Rewind** *"When I ask you to _____, all you have to do is _____. Let's rewind and try again because I care about you and have high expectations for you."* **Antiseptic bounce** *Please take this note to* _____. Have the note ask them to compliment the student. Perhaps talk when they return using restorative conversation (above). Option: Could have this letter ready to go, folded, and stapled.
Restorative Consequence	Students spend time in the classroom providing a service to the classroom or students they were arguing with. Write down phrases they could say to the adult or student that are respectful and the student is comfortable using and/or create a nonverbal gesture with the student to remind the student of the new mode/tone of communication. Meet with support staff to consider how to self-regulate.

For more examples, please see **Restorative Responses for Challenging Behaviors**.

Building Intervention Team

All schools have a Building Intervention Team (BIT) that manages and monitors systems implementation and support of behavior at Tier 2 and Tier 3. The BIT screens all students regularly for inclusion in interventions, monitors individual students to determine their response to various interventions, and monitors overall systems supporting behavior interventions. All Tier 2 and Tier 3 interventions are available to regular education students and students with an IEP based on student need.

Tier 2 and Tier 3 Interventions

Check-In/Check-Out (CICO) is the initial intervention at the Tier 2 level. When CICO is implemented, the student checks in briefly each morning and afternoon with a designated member of the school staff. The check-in process lasts no more than two to three minutes, and the adult will check in with up to ten students each morning.

The adult begins the student's day with a positive interaction, providing the student with verbal reminders about what is expected of them. The adult can also determine whether a student is not ready for class and have the student remain with them for further assistance and guidance. Each student receives a daily progress report (DPR) that is used to track their behavior throughout the school day according to the expectations. Teachers and all staff members touch base with the student throughout the day for around one minute to see how they are doing and if there is any additional support they need. At the end of the school day, the student goes to their designated adult for check-out. The adult will provide feedback and encouragement to the student.

Social Academic Instructional Group (SAIG) is designed to teach students appropriate behaviors that will lead to success. A SAIG can be created to address a specific behavior or need. Once the target behavior is identified, the SAIG facilitator creates lesson plans that teach skills to help students become more successful. The group meets once a week over the course of typically nine weeks with the same small group of identified students. Any staff member can lead these groups because they occur any available time during the school day. Groups should follow a consistent schedule weekly so a student can be added at any time. Students in a SAIG still receive progress monitoring for their behavior outside the group. MPS has **SAIG Curriculum for K–12th Grade Students** that schools may use.

Behavior Assessment/Intervention Plan (BAIP) is similar to an FBA/BIP in which a school team creates a behavior pathway for a student, identifying a replacement behavior and needed supports. This team works with the classroom teacher to identify student strengths, an antecedent, problem behavior, function of the behavior, a replacement behavior, and strategies and supports to help support the student in achieving the replacement behavior.

Functional Behavior Assessment/Behavior Intervention Plan (FBA/BIP) is a process for identifying observable problem behaviors, contexts, or routines where the problem behaviors are most likely; the specific antecedent events that reliably predict occurrence of the problem behaviors; and the consequences/function that appear to maintain the problem behavior.

Educational Wraparound is for students in kindergarten through grade 8 and is based on individualized, need-driven planning and services. It is a value base and an unconditional commitment to working with students "one student at a time" to support normalized and inclusive options for students with complex needs.

RENEW is for students in 9th–12th grade and is designed by the Institute on Disability (IOD), which focuses on supporting each student to design and pursue a plan for the transition from school to adult life. Students work with a facilitator on various "maps," identifying strengths, areas of growth, goals, obstacles, and other areas.

Administrator Alternatives to Suspension

Classroom-managed behaviors can become office-managed behaviors if the student has exhibited the behavior over time and the staff member has attempted a variety of strategies, at fidelity with sufficient duration, without successfully changing the behavior. All office-managed behaviors must have a behavior referral completed in Infinite Campus. Not all office-managed behaviors must lead to a suspension. Administration will review the situation and any strategies used by staff members in determining the most appropriate administrator action.

The district's Code of Conduct is shared with all students, families, and staff members as part of the annual Parent/Student Handbook on Rights, Responsibilities, and Discipline, located at **mpsmke.com/rights**.

All behaviors in violation of the Code of Conduct have a minimum action level and a maximum action level. These action levels dictate what discipline an administrator can use with a specific behavior. Administrators must use at least the minimum action level and can only go up to the maximum action level depending on the situation. For example, leaving the classroom without permission is a minimum level 1 and maximum level 1. An administrator can only provide an in-school support to student; they cannot suspend (level 2). While gambling is a minimum level 1 and maximum level 2, an administrator can use level 1 and provide an in-school support, or they can apply level 2 and suspend the student. A behavior such as an assault has a minimum level 2, which means the behavior requires suspension.

All schools are encouraged to discuss behavior definitions with all staff members to ensure equal and fair use of behavior terms with students. After investigating a situation, an administrator may determine the wrong behavior was selected and the behavior documented in Infinite Camps can be updated. For example, an investigation might determine that a situation was not an assault but was actually a fight.

Further support in entering behavior referrals in Infinite Campus is available.

- **Understanding documentation of behavior locations video**
- **Entering behavior referrals video**
- **Entering behavior referral guide**
- **Infinite Campus Administrative Discipline (for school administrators)**



Code of School/Classroom Conduct and Discipline Chart for Grades K3–12		ACTION LEVELS	
Conduct that Violates Expectations or Code of Conduct Principles	**Definition**	**Minimum** *(minor)*	**Maximum** *(serious/ repeated)*
Attendance/Punctuality			
Skipping class	Failure to report to class without prior permission, knowledge, or excuse by school/parent/guardian	**1**	**1**
Learning Environment			
Chronic disruption or chronic violation of school rules	Repeatedly engaging in conduct that is disruptive to the school environment AND/OR interrupts learning or school activities. Multiple different interventions, documented in PLP classroom behavior AND communicated to the parent/ guardian have been implemented over time and have not remediated the disruptive behavior.	**1**	**3**
Chronic lack of supplies	Repeatedly reporting to class lacking necessary materials such as books, physical education attire, etc.	**1**	**1**
Gang activity	All gang activities which include, but are not limited to, use of material, jewelry, or clothing to disrupt or intimidate others; gang posturing to provoke an altercation; engagement in gang initiation or recruitment; or any act that furthers gang membership activity	**1**	**4**
Inappropriate dress	Failure to comply with the school-level dress code. Dressing in a manner that is unsafe and/or disrupts the learning environment. This includes but is not limited to clothing that promotes drugs, alcohol, or profanity.	**1**	**1**
Inappropriate personal property	Possession of personal property that interferes with the educational environment or interrupts learning or school activities, including but not limited to: toys, toy guns, food, beverages, laser pointers, cell phones, electronic or communication devices, or any item used to cause disruption.	**1**	**3**
Inappropriate use of electronic communication devices	Engaging in non-educational activities in the educational environment, including but not limited to capturing, distributing, displaying, sharing, and/or posting of inappropriate images, videos, movies, and/or music from personal or school technology sources. Engaging in social media, texting, playing games, and/or streaming that disrupts the learning environment.	**1**	**4**
Leaving the classroom without permission	Leaving the classroom/learning environment without permission	**1**	**1**
Substantial environmental disruption	Engaging in conduct that causes a substantial disruption to the educational environment such that teaching, learning, and/or normal school operation cannot continue.	**1**	**4**

ACTION LEVEL KEY: ① Conference/Intervention ② Suspension ③ Referral to Dept. of Student Services ④ Expulsion Recommendation

Code of School/Classroom Conduct and Discipline Chart for Grades K3–12		ACTION LEVELS	
Conduct that Violates Expectations or Code of Conduct Principles	**Definition**	**Minimum** *(minor)*	**Maximum** *(serious/ repeated)*
Physical Safety/Mental Well-Being			
Attempted Battery	A physical attempt to cause bodily harm to another person without making physical contact.	**2**	**3**
Battery	Unprovoked intentional physical contact without consent causing bodily harm	**4**	**4**
Bomb threats	Reporting to school, police, or fire officials the presence of a bomb on or near school property without a reasonable belief that a bomb is present on school property	**3**	**4**
Bullying	Deliberate, often repetitive behavior, involving an imbalance of power, that harms or intimidates others	**1**	**3**
Disorderly conduct	Engaging in behavior that causes a disruption in the educational environment and/or which causes property damage or minor injury (without regard to intention)	**1**	**3**
Endangerment of Physical safety/mental well-being	Engaging in conduct (physical or verbal) that directly and substantially endangers the physical safety or mental well-being of others. This includes but is not limited to making false reports of an active shooter, summoning/ bringing outsiders to the building to confront others, or pointing out a student to be a victim.	**3**	**4**
Extortion	Forcing other persons to act against their will under threat of, but not limited to, physical harm	**2**	**4**
False fire alarms	Reporting a fire to school or fire officials, or setting off a fire alarm without a reasonable belief that a fire exists	**2**	**4**
Fighting	Physical confrontation including, but not limited to, pushing, shoving, and/or exchange of physical blows	**1**	**4**
Gambling	Playing any game of skill or chance for anything of value	**1**	**2**
Hazing	Intentional or reckless acts which endanger the physical health or safety of others for the purposes of initiation/admission/affiliation with an organization	**2**	**4**
Loitering	Remaining around or lingering about a school building without a lawful purpose or particular purpose for being there	**1**	**1**
Personal threat	Direct or indirect (through another party) verbal, written, or electronic (including social media) threat to do bodily harm directed toward others	**1**	**3**
Possession/use of a weapon other than a firearm	Possessing, having under one's control, using, or threatening with a weapon (such as a BB or pellet gun, starter pistol, taser, pepper spray, knife, box cutter), explosive device, or any other object that, by the way it is used, is capable of inflicting bodily harm	**4**	**4**
Possession/use of a firearm	Possessing, having under one's control, using, or threatening with a firearm that fires a projectile using gunpowder (pistol, shotgun, rifle, handgun, or other firearm)	**4**	**4**
Possession or use of fireworks	Using or possessing any explosive fireworks	**1**	**3**
Reckless vehicle use	Using any motorized or self-propelled vehicle on or near school grounds in a reckless manner (i.e., a manner that shows conscious disregard for a substantial or unjustified risk to oneself and others) or in a manner that disrupts the educational process	**1**	**4**

ACTION LEVEL KEY: ① Conference/Intervention ② Suspension ③ Referral to Dept. of Student Services ④ Expulsion Recommendation

Code of School/Classroom Conduct and Discipline Chart for Grades K3–12		ACTION LEVELS	
Conduct that Violates Expectations or Code of Conduct Principles	**Definition**	**Minimum** *(minor)*	**Maximum** *(serious/ repeated)*
Physical Safety/Mental Well-Being *Continued*			
Robbery	Taking property from a person by force or threat of aggression	**2**	**4**
Engaging in sexual activity	Engaging in sexual activity on school grounds or during school activities including, but not limited to, touching private body parts of another person (buttocks, groin, and/or breasts); and/or removing one's clothing to engage in sex	**3**	**4**
Sexual assault	Intentional bodily contact of a sexual nature that occurs without explicit consent	**3**	**4**
Sexual harassment	Unwelcome sexual advances, requests for sexual favors, physical contact of a sexual nature, or other verbal conduct or communication of a sexual nature	**1**	**3**
Trespassing	Entering any school property without proper authority or remaining on any school property after being told to leave by authorized personnel; includes any school entry during a period of suspension or expulsion	**1**	**2**
Verbal abuse, profanity, harassment	Use of language (written or spoken) or conduct or gestures which may be obscene, profane, or vulgar	**1**	**4**
Property			
Arson	Intentionally starting any fire or combustion on school property	**3**	**4**
Burglary	Unauthorized entry into school district property for the purpose of committing a crime, especially theft	**2**	**4**
Theft/possession of stolen property	Taking of property belonging to another individual, group, or entity without permission with the specific intent to permanently deprive; or being in the possession of property without permission of the owner	**1**	**4**
Vandalism	Maliciously and intentionally causing damage to school property or the property of others; includes situations in which minor damage can be repaired or replaced at no cost to the district	**1**	**4**
Controlled Substances			
Other substances/materials	Possessing, using, or having under one's control any substances or materials that threaten the health or safety of oneself or others	**2**	**4**
Possession of drug paraphernalia	Possession of a tool used to prepare, store, contain, or used to ingest, inject, or inhale a drug or controlled substance with or without drug residue	**1**	**2**
Possession/possession with intent to distribute/ownership/use of alcohol or illegal drugs	Possessing, possessing with intent to distribute, selling, giving away, transferring, having under one's control, or using any alcoholic beverages, controlled substances, THC in any form, or intoxicants. *Please see the "Administration of Medications" section in the *Parent/Student Handbook on Rights, Responsibilities & Discipline* regarding the administration of prescribed medications.	**3**	**4**
Use of tobacco, including chewing	Use of any tobacco product by a student Use/possession of any tobacco and/or nicotine products or vape pen	**1**	**2**

ACTION LEVEL KEY: ① Conference/Intervention ② Suspension ③ Referral to Dept. of Student Services ④ Expulsion Recommendation

Options: Administrator Alternatives to Suspension

This page offers a list of administrator resolutions that can be used as an alternative to suspension when appropriate. Please refer to the Administrators Guide to Discipline or district Code of Conduct to ensure appropriate discipline levels.

Detention – Students are kept after school hours, during lunch, or other specific time to reflect on their behavior. Detention can be tracked in the Infinite Campus detention tracker.

- Per Board Policy **4.07(9)** and **7.07(3)**, a student cannot be withheld from recess for a detention or for any disciplinary action.
- Detention can occur during lunch, before or after school, or during the structure of the day without the student missing instructional time.
- **https://www.amle.org/the-effectiveness-of-lunch-detention-in-middle-schools/**

Contract with Student – Student, teacher, and administrator create a document outlining behavior expectations and outcomes. Completed behavior contract should be uploaded within Infinite Campus under PLP ⟶ General ⟶ Documents.

- **Example from Jim Wright online**
- **Example from Intervention Central**
- **Example from PBIS World**

Referral to BIT – The Building Intervention Team analyzes data and teacher feedback to determine appropriate Tier 2 or Tier 3 behavior intervention for student. Students identified for a Tier 2 behavior intervention must have an RIt Tier 2 plan created in Infinite Campus, and regular progress monitoring must occur.

- **Check-In/Check-Out (CICO) –** Tier 2 intervention in which a student meets with an adult briefly every morning to prepare for the day and then meets with their classroom teacher(s) throughout the day to discuss positives and room for growth regarding their behavior.
- **Social Academic Instruction Group (SAIG) –** An identified staff member meets with a small group of students on a weekly basis, focusing on specific behavioral skills.
- **Behavior Assessment/Intervention Plan (BAIP) –** A school team identifies problem behavior, setting events, function, and a replacement behavior for specific students.
- Tier 3 interventions include **FBA/BIP**, **Educational Wraparound**, and **RENEW**. Administrators should work with their school's BIT to determine appropriateness of a Tier 3 intervention.

Parent Contact – Call, text, or email parent to make them aware of the situation.

- Use a calm, neutral tone with parents to avoid arguments, blame games, and power struggles.
- Describe the behavior clearly and with detail.
- Explain what you have done to try to address the behavior.
- Do not dwell on blaming the parent for the child's behaviors; rather, focus on solutions, whether on the child's part or the parent's part.
- Ask the parent for their input and ideas to get them involved.
- Always say something positive about the child or something they did well.
- Have the child's data (academic, attendance, behavior) ready in front of you when you call.
- Parent contact is strongly encouraged to be combined with another intervention.
- Edutopia – **"A phone call home makes all the difference"**
- **How to call or email parents about difficult topics**

Mediation – This is an opportunity for two or more students to meet with an objective party to assist them in solving their differences. Mediation typically follows four steps.

- ***Introductions and setting agreements/expectations:*** Participants all introduce themselves and establish expectations or shared agreements for their time together.
- ***Explore the situation:*** Each student shares what occurred from their perspective. All other participants just listen while the objective party mediator takes notes of each student sharing. The third party then summarizes what was shared, and each student has the opportunity to make clarifications.
- ***Generate possible solutions and support:*** All students participate in a brainstorm of possible solutions to the situation along with interventions and supports going forward. All ideas are accepted as part of the brainstorming process.
- ***Select solutions and supports:*** As a group, all students must agree on a solution to the situation. Agreement can be written for all parties to be signed or documented in another format. Agreement and interventions agreed upon should be documented in Infinite Campus with any signed agreement uploaded under PLP.

Conference – A meeting with two or more individuals (student, parents, staff, advocates, etc.) to discuss situation and next steps. If trained in restorative practices and done within the restorative practices model, please select resolution as "restorative conference." If meeting with student and/or parent to discuss the situation and next steps in another format, please select "conference."

- Meet with parent/caregiver/advocate and discuss the situation that occurred
- Hear from student perspective about what occurred
- Discuss supports to be in place and student role moving forward
- Provide opportunities for student and parent/caregiver/advocate to voice any concerns

Counsel – Advice given to a student by school administrator in an effort to improve behavior, academics, and attendance. Administrator has a private, one-on-one conversation with student about the event and next steps to move forward. Student then returns to class when appropriate.

- Meet with just the student involved and discuss what occurred, next steps, support needed, and student role moving forward.
- Edutopia – **"The benefits of reflection in school discipline"**

Exclude extracurricular activities – A student is temporarily or permanently removed from a school activity, club, or sport. Create a structure and goals for student to re-enter the activity if they meet specific criteria linked to behavior, academics, or attendance.

Referral – Student is directly referred to the appropriate support staff member (school psychologist, school social worker, school counselor) for additional support. Support staff member documents support and next steps appropriately within Infinite Campus following their department guidelines.

Repairing Harm Circle – Structured meeting with all participants seated in a circle to engage in dialogue focused on the impact of the offense on the community with the goal of establishing how to repair the harm done.

- Edutopia – **"An alternative to in-school suspension"**
- **Restorative Practices professional development**
- **Schools can request additional support with Restorative Practices through this online form**
- **MPS Restorative Practices Toolbox**
- **Restorative Practices Educator Guide**
- For more information or questions, email **restorativepractices@milwaukee.k12.wi.us**.

Repair/Replace/Repay – Student is given the opportunity to repair what is damaged, replace what is stolen/damaged, or repay the debt.

- For more information or questions, email **restorativepractices@milwaukee.k12.wi.us**.

Restorative Conference – A structured meeting between persons who have caused harm and have been harmed in which they look at the impact of their actions and decide how best to repair harm.

- **Restorative Practices professional development**
- **Schools can request additional support with Restorative Practices through this online form**
- **MPS Restorative Practices Toolbox**
- **Restorative Practices Educator Guide**
- For more information or questions, email **restorativepractices@milwaukee.k12.wi.us**.

Restorative Conversations – Using restorative language, have a one-on-one conversation with a student in an effort to improve behavior, academics, and/or attendance.

- **Restorative Practices professional development**
- **Schools can request additional support with Restorative Practices through this online form**
- **MPS Restorative Practices Toolbox**
- **Restorative Practices Educator Guide**
- For more information or questions, email **restorativepractices@milwaukee.k12.wi.us**.

Reflective Writing – An assignment is given asking the student to reflect on their behavior, identify different choices that could have been made, and describe how they can move forward.

- **Think sheet example**
- **Becoming a problem solver sheet**
- **Fixing broken rules sheet**
- **MS/HS behavior reflection sheet**

Additional information on alternatives to suspension and appropriate use of each can be found in the **Administrators' Guide to Discipline**.

Resources for Administrators: Tobacco Use/Vaping

American Heart Association- Tobacco-Free Schools Toolkit

Truth Initiative- Youth Vaping Prevention & Resources to Quit

Wisconsin Tobacco Quit Line

American Lung Association: INDEPTH: An alternative to suspension or citation

American Lung Association: N-O-T: Not on tobacco- proven teen smoking and vaping cessation program

Prime for Life Program

Vaping Prevention: Online Course

Stanford Medicine: Health Futures Program Curriculum

Rise Drug Free MKE: Resources for Families

Behind the Haze: How Can I Quit Vaping?

Wisconsin Opioid Project





Bullying Prevention Resources

As defined in **MPS Administrative Policy 8.52**, bullying is deliberate or intentional, often repeated, behavior using words or actions intended to cause fear, humiliation, intimidation, harm, or social exclusion. Bullying occurs when a student uses an imbalance of power such as physical strength, group size, access to embarrassing information, or popularity—to control or harm others.

Effective bullying prevention requires a comprehensive, multi-faceted approach through a number of different efforts including training for teachers, information and training for parents, assessment of bullying prevalence, increased supervision, effective classroom management, school-wide policies and procedures, student education, and on-the-spot intervention. Stand-alone bullying prevention efforts tend to be less effective or sustainable; the combination of the above research-informed strategies tend to work to effectively reduce bullying when they are implemented and sustained over a substantial period of time.**

No single strategy in isolation will create a school climate where students feel safe, connected, accepted, and supported. In Milwaukee Public Schools, safe and supportive school environments that deter bullying are created through a combination of programs and practices, and are best achieved through effective classroom management strategies coupled with relationship-centered practices and social and emotional skill building for all students.

Ttofi, M. M., & Farrington, D. P. (2011). Effectiveness of school-based programs to reduce bullying: A systematic and meta-analytic review. *Journal of Experimental Criminology,* 7(1), 27–56. **https://doi.org/10.1007/s11292-010-9109-1

Even with highly effective bullying prevention practices in place, instances of bullying will still occur. When staff are made aware of a potential bullying situation, they are compelled to act in accordance with **MPS Administrative Policy 8.52** and **Administrative Procedure 8.52**. This includes using the 4-A Response.

4-A Response

- **Affirm** the reporter's feelings.
- **Ask** relevant questions to determine whether the incident is bullying or conflict. Ask questions to determine the students involved and the frequency and intentionality of the behaviors. Conflict situations should be handled pursuant to school/classroom disciplinary procedures.
- **Assess** the safety of all students involved.
- **Act** according to parameters defined in **MPS Administrative Policy 8.52**.

The safety needs of the student who is being bullied, those who have witnessed the bullying, and the student making the report must be addressed. Strategies that may be used to create a safer environment include but are not limited to:

- Increasing adult supervision at times or in locations where incidents have occurred
- Temporarily changing the offender's class schedule and/or seating arrangements
- Establishing a safe zone or safe person for the victim to go to when they feel vulnerable
- Creating a personal safety plan for anyone at risk of retaliation

Sanctions and supports that are put into place after a bullying occurrence are equally important in protecting those involved with the bullying and preventing future instances of bullying. The following should be considered when determining appropriate action to address bullying behavior.

- Consider what adjustments, if any, are needed in the school environment to enhance the victim's sense of safety and the sense of safety for others.
- Encourage and support the student who was bullied in making friends, as this is an important bullying prevention tool. This may include individual or small group support tailored to the unique needs of the student.
- Peer mediation, repairing harm and/or restorative conferencing, and group interventions composed of students who bully are **NOT** recommended strategies.
- Removal of the victim from their classes should be used only with parent consultation and only as a last resort, when other options are not sufficient.
- Social and emotional skill building for all students is a necessary component of bullying prevention. Students who are at risk of being bullied benefit from friendship, assertiveness, emotion management, and problem-solving skills. Students who are at risk of engaging in bullying behavior benefit from empathy, social awareness, and relationships skills. Finally, all students have the potential to be a witness or bystander to a bullying event and therefore benefit from social awareness, empathy, problem solving, and learning how to safely stand up for others.

- When students are found to have engaged in bullying behavior, a range of responses is indicated, balancing the need for accountability (discipline) with the need to teach appropriate behavior (supports).
  - Discipline must follow the Code of Classroom Conduct. Additional disciplinary alternatives may include awareness-raising consequences, school service activities, restricted access and/or increased supervision for specific areas of the school, and/or behavior change reflection sheet and plan.
  - Supports should be designed to build student skills in the areas of social communication, problem solving, relationships, social awareness, empathy, emotion management, and other skills deemed necessary. Suggested activities include re-teaching of behaviors, behavior reflection sheets, scenarios/role-plays, reviewing or previewing universal social and emotional learning curriculum lessons, one-on-one participation in bullying prevention lessons, inclusion in a Social Academic Instructional Group (SAIG), and/or the development of a behavior intervention plan.
- Proactive follow-up with the student who was bullied is crucial to determine whether there has been a recurrence of the bullying behavior and whether additional supportive measures are needed. Follow-up should continue to occur at regular intervals.
- If the student who engaged in bullying behavior is identified as a student with disabilities, the student's Individualized Education Program (IEP), behavior intervention plan, and the due process procedures regarding discipline for students with disabilities shall be followed. If the cause of the incident is related to the student's disability, the provision of skill building training should be integrated into that student's IEP.

Additional bullying prevention information, including resources and recommendations, can be located on the **MPS Bullying Prevention mConnect page**. Please contact **violenceprevention@milwaukee.k12.wi.us** to request more information, professional development, or consultation support.

Bullying Prevention

Information and Resources

https://www.stopbullying.gov/bullying/warning-signs
https://www.stopbullying.gov/resources/what-you-can-do
Department of Specialized Services: https://tinyurl.com/FamilyBullyingSupports

Warning Signs a Child Is Being Bullied

- Feels sick or fakes illness
- Becomes withdrawn
- Avoids devices or appears nervous when using them; hides screens around others
- Appears uneasy about school
- Becomes frustrated or upset after using devices
- Loses interest in schoolwork or grades decline

Warning Signs a Child Is Bullying Others

- Gets into verbal or physical fights
- Has friends who bully others
- Becomes increasingly aggressive
- Noticeably increases device use or time online
- Hides screens when others are near
- Social media accounts disappear or new ones are created

How Parents Can Help Prevent Bullying and Support Their Child

- Learn what bullying is and what it is not
- Be aware of signs of involvement with bullying
- Talk with your child about acceptable digital behavior; consider a digital use contract
- Monitor your child's online activities
- Know who your child's friends are
- Seek your child's input in determining your response to the behavior of concern
- Communicate with your child's school

Student Voice Toolkit

Student Voice = Student Choice

- Know Your Students. For learning to be authentic, it needs to be personalized.
- Start Small. Do not attempt a major overhaul of your entire practice.
- Make a Plan. Student choice requires planning and commitment.
- Find and Use Digital Tools. Many are available and useful in implementing student choice.

"Who better than students themselves to find texts that reflect their own experiences?"

- Provide a safe space for students to search for content that represents themselves.
- A documented relationship exists between reading choice and student engagement and motivation.
- Students can discuss their choices, introduce their peers to what they've learned, and perhaps spark their interest in reading other texts themselves.
- Provide students with structured choice by creating and assigning a text set around a specific topic, or guide students to search independently for texts.

Let Students Lead with Their Identity

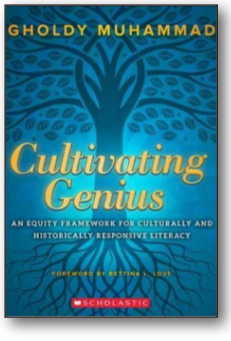


- Provide students with opportunities to let their identities be present in the classroom.
- Not only do they need to see themselves in the work, but they need to have choice in content being taught.
- Leverage students' own experiences.
- Incorporate the community your students come from to help students understand their impact on the community.
- Allowing students to lead with their identity:
  - Fosters trust
  - Builds relationships
  - Increases student engagement
- Some "colorblind" approaches actually slow educational development.

Using the Historically Responsive Literacy (HRL) Framework to Incorporate Identity

Dr. Gholdy Muhammad's work stands on the transformative legacy of 19th-century Black literary societies as well as modern educational scholarship from Dr. Gloria Ladson-Billings, Dr. Alfred Tatum, and many others. When planning lessons, try to utilize the framework below to incorporate identity and student voice.


Dr. Gholdy Muhammad

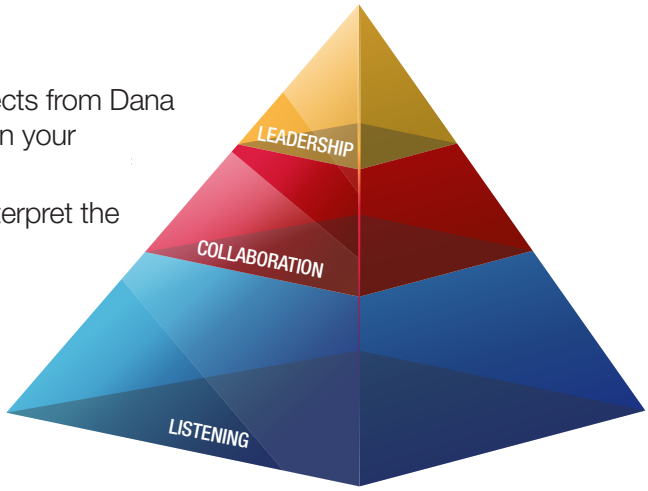


- **Identity Development:** What will students learn about themselves and others? How will they make sense of who they are?
- **Skill Development:** What proficiencies will they obtain? Think standards!
- **Intellectual Development:** What will students become smarter about?
- **Criticality:** How will students use texts and their contexts to understand power, privilege, and oppression?
- **Joy:** How will students see the triumph in themselves and others?

The Pyramid of Student Voice

When establishing student voice, try incorporating three aspects from Dana Mitra's "Pyramid of Student Voice" to host listening sessions in your classroom.

- **Listening:** Adults seek student perspectives and then interpret the meaning of the data.
- **Collaboration:** Adults and youth work together. The adults tend to initiate the relationship and ultimately bear responsibility and the final say on group activities and decisions.
- **Leadership:** Students assume most of the decision-making authority and adults provide assistance.



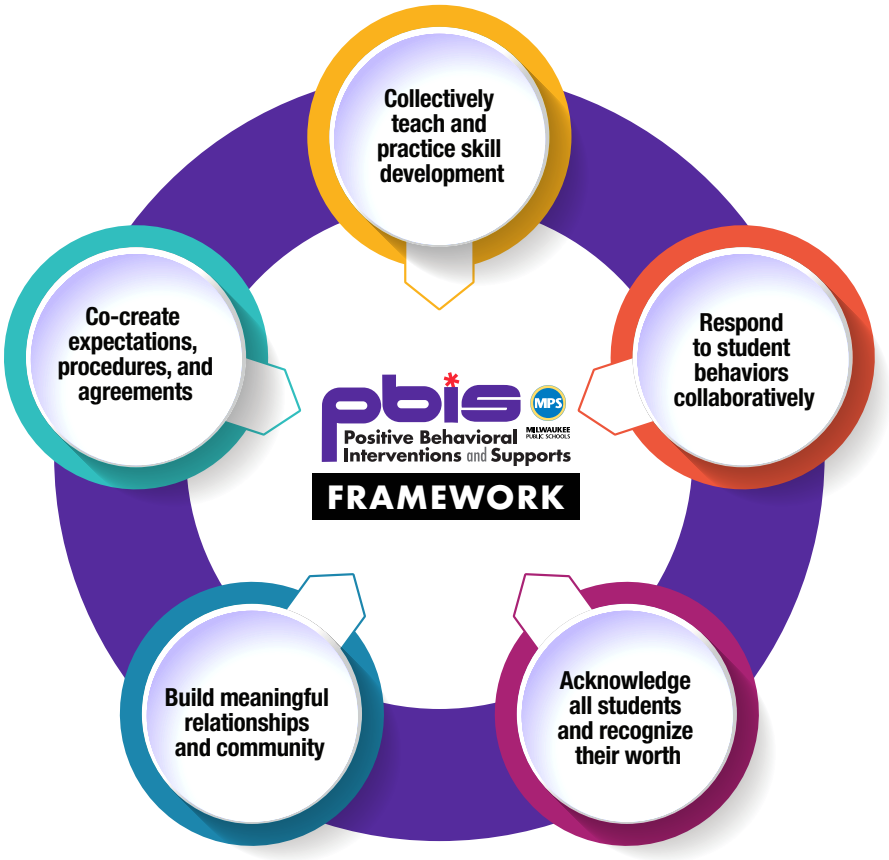
Student Surveys

Incorporate student surveys to help students have input into what they learn, how they learn it, and in what environment.

- Ensure survey questions are NOT focused only on content.
- Questions should also focus on classroom culture/teaching practices.
- This allows students to see how their opinions matter.



PBIS Framework



Classroom Management Plan

To access the Integrating Universal Supports handout, visit **http://tinyurl.com/mpsuniversalsupports**

Always begin with *Relationships and Community.*

Expectations and Procedures
What are the expectations/agreements during the lesson? What procedures will be needed? What will you use as your attention signal?
Skill Development
What is your plan to teach and build/bridge any skills students may need to be successful throughout the lesson? How will you model emotion regulation, conflict resolution, and other skills for students?
Responding to Student Behavior
What redirection strategies do you plan to use as needed within the lesson?

Remember to always have *Systems of Acknowledgement.*

Interrupting Bias

Discipline Disproportionality Best Practices

1. **Define and categorize behaviors –** Staff and students specifically define what behaviors look like, sound like, and feel like. Staff operationalize expectations for classroom culture, environment, and instruction, ensuring political viewpoints that reinforce Whiteness and/or White supremacist ideology are not implemented under the guise of classroom culture, environment, and/or instruction.
2. **Talk about race –** Staff and students use protocols and agreements to create a space, time, and format to have brave conversations about race and bias. Follow guidelines from Glenn Singleton's *Courageous Conversations about Race* for recommended protocols. Use these protocols along with restorative practices for incidents where staff created race-based harm.
3. **Engage student voice –** Ensure that all students have a voice in school-wide and classroom decision making such as creation of expectations, bulletin boards, announcements, etc.
4. **Interrupt bias during vulnerable decision points –** Staff members use specific strategies to interrupt their bias when handling discipline and other vulnerable decision points.
5. **Re-entry after discipline –** Ensure all students receive additional support and are welcomed back into the classroom community after any discipline occurs (not just after suspension).
6. **Universal supports through an anti-racist lens –** In *Courageous Conversations about Race,* Glenn Singleton defines antiracism as "The conscious and deliberate efforts to challenge the impact and perpetuation of institutional White racial power, presence, and privilege. To be anti-racist is to be active."

For more information on each best practice, refer to **Six Best Practices to Address Disproportionality**.

Staff should not engage in conversations and instruction about racial and intersectional oppression if they have not done the necessary critical reflection[1] to unpack their own biases. If an individual has not established their own understanding first, they may create harm and trigger or re-traumatize students. Individuals should use asset-based and dignity-based approaches (such as **healing-centered engagement**) while having the awareness to know that our young people are more than their trauma and that they have dreams and aspirations instructional staff will discover through relationship building. If trained in restorative practices, staff are encouraged to implement restorative practices to repair harm and restore relationships with students.

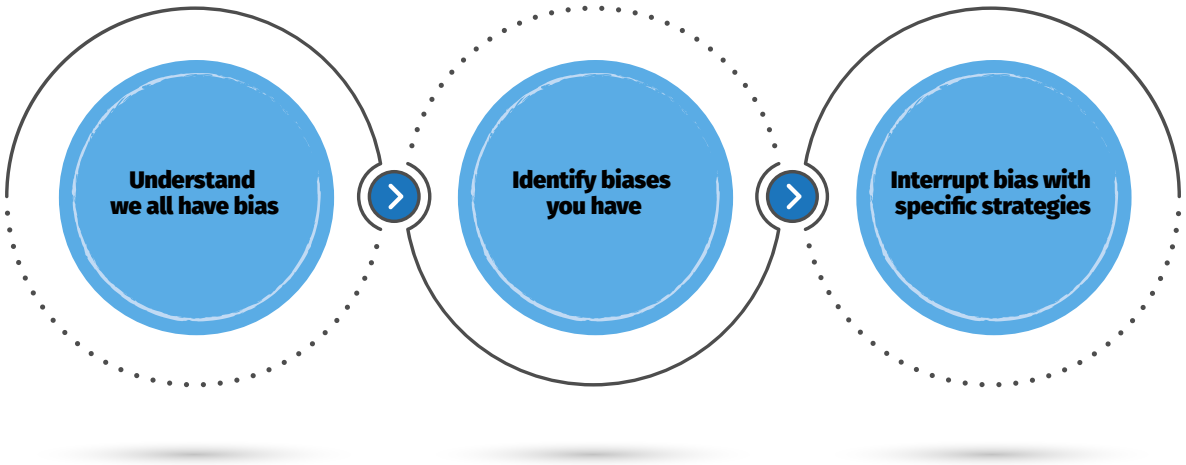
Addressing Bias in Discipline

A variety of **strategies to interrupt bias** are available including expanding the background knowledge of other races and cultures. Engage in counter-stereotypic reasoning, take the perspective of someone else, participate in empathic listening, and practice mindfulness strategies. When a staff member witnesses or hears bias or microaggressions from colleagues, utilize a **sentence stem to engage colleagues** in further discussion on their beliefs and formation of the bias.

Additional professional development, best practices, articles, activities, and supports can be found on the **MPS Why Race Matters** site.

1 Howard, T. C. (2010). Culturally relevant pedagogy: Ingredients for critical teacher reflection. *Theory Into Practice*, 42(3), 195–202. doi:10.1207/s15430421tip4203_5

Addressing Bias in Discipline



"Bias" has many definitions. A working definition of bias applied to the work of discipline disproportionality might be "attitudes that affect our understanding, actions, and decisions in unconscious manners that are activated involuntarily and without awareness or intentional control."

The following videos are excellent resources on bias.

- **NY Times – Peanut Butter, Jelly and Racism**
- **Bias Starts in Kindergarten**
- **PBS Learning – Let's Talk Bias**

A variety of **strategies to interrupt bias** include: building your own background knowledge of other races and cultures; engaging in counter-stereotypic reasoning; taking the perspective of someone else; empathic listening; and mindfulness. When you hear bias or microaggressions from colleagues, use a **sentence stem to engage colleagues** in further discussion around their beliefs and formation of their bias.

Culturally Responsive Problem Solving

School teams are encouraged to use **WI DPI Culturally Responsive Problem Solving for Teams** developed in collaboration with Dr. Markeda Newell. Within this framework, school teams monitor the following attributions and engage in strategies to reframe their mindsets to strength-based interventions:

- Unfounded attribution: No evidence exists
- Untrue attribution: Is not true
- Unalterable attribution: Cannot be changed

For more information, visit the resources listed here.

- **Culturally Responsive Problem-Solving Part 1: Dr. Markeda Newell presentation, MPS, 2019**
- **Culturally Responsive Problem-Solving Part 2: Dr. Markeda Newell presentation, MPS, 2019**
- **WI DPI Culturally Responsive Problem-Solving Guide**
- **WI DPI Culturally Responsive Problem-Solving Module**
- **MPS Self-Paced Modules for Culturally Responsive Problem Solving**

Best Practices to Address Discipline Disproportionality

Additional self-paced and whole-school facilitated modules are available online at **Why Race Matters**. Professional development is available through the MPS Learning Management System (LMS). Please consider the **Six Best Practices** modules within LMS. Additional best practices can be found in the **Six Best Practices to Address Disproportionality Guidebook.**

Define and Categorize Behaviors

When you think about behaviors that occur in school, do all staff members, students, and families have the same definitions of behaviors? Oftentimes, behavior definitions vary across a school depending on the staff member or the student involved.

Schools should start with the district Code of Conduct located within the Parent/Student Handbook on Rights, Responsibilities, and Discipline booklet (**http://mpsmke.com/rights**). Staff members should take time to explicitly define behaviors as a group so all staff members understand definitions and can apply the same standards across all situations and students. Schools are encouraged to engage student voice in defining behaviors and sharing common behaviors with students and families. Along with defining behaviors, discuss what specific strategies staff members can use to support specific behaviors.

Talk About Race

All staff members have been trained in Courageous Conversations about Race protocols from the framework created by Glenn Singleton. These protocols allow us to engage, sustain and deeper inter-racial and intra-racial conversations.

While talking about any topic, participants use the Courageous Conversations about Race Compass.

1. Identify where I am on the Compass
2. Center myself and find how I could find myself in all quadrants
3. Recognize where others are located
4. Meet others where they are, help to center them

Individuals also strive to use the Three Tiers or Six Conditions.

Tier 1: Engage

- Focus on personal and immediate
- Isolate race historically and in present context

Tier 2: Sustain

- Engage multiple perspectives
- Establish parameters to conversation

Tier 3: Deepen

- Define race
- Examine role of Whiteness



More resources can be found online at **Why Race Matters**.

Table tent

Student Voice

How do students currently find their voice and engagement in the classroom? Are students involved in decision making for the classroom? Do all students have equitable opportunities to engage and respond within instruction?

- Co-creating expectations and procedures
- Morning meeting/community circle
    - **Morning meeting** (MPS example)
    - **Morning meeting** (MPS bilingual example)
    - **Morning meeting** (non-MPS example)
    - **Classroom song**
- Relationship/Community Building
- Participation during instruction
    - Red/yellow/green or A/B/C/D cards (students raise specific card responding to question)
    - **Participation cards**
    - Shoulder partner
    - White board
    - Warm calling
- Student Committees
- Senior TED Talks and Variations
    - Students speak for five minutes about their experiences in education
    - Seniors give three-minute talks to freshmen outlining keys to success
    - **Edutopia Senior Talk example**
- Student Survey and Feedback

Interrupting Bias in Vulnerable Decision Points

Vulnerable decision points arise when our decisions are clouded by our bias. The first step is to understand that we have biases, then use specific strategies to interrupt the bias when we know it is there during vulnerable decision points. A variety of research-based strategies are available that individuals can use to interrupt biases during vulnerable decision points.

- Stereotype replacement
- Counter-stereotypic reasoning
- Individuation
- Perspective taking
- Increased opportunities for contact
- Mindfulness
- Empathic listening
- Stepping away

Re-entry After Discipline

After a student has experienced discipline in the classroom or the school, staff should ensure that the student is welcomed back into the education community and possibly offered additional support for their behavior choices. After a student is removed from the classroom through a classroom-managed behavior with a behavior referral, the classroom teacher should speak with the student one on one. Allow space for students to share their voice, their experience, and their needs going forward. Staff members are also encouraged to take the opportunity to strengthen the relationship with the student and connect the student to any missed learning. **Watch Match Minis: Rebuilding after Conflict**.

Using the 2x10 intervention, specific students are identified for whom a staff member wants to strengthen a positive relationship. For 10 days straight, the staff member finds two minutes to have a one-on-one conversation with the student on whatever topic the student wants to talk about. Even if the student has been struggling academically or behaviorally, during these two minutes, the staff member talks about any topic the student chooses. More details and example conversations can be found online at **Truth for Teachers**.

Professional Development Available

All courses can be found in LMS.



Activities to Promote Positive Culture and Climate

Simple activities can help students feel comfortable and included in the classroom, as well as build relationships. Staff are encouraged to try some of the activities that follow.

- Hold a special dress day such as favorite team, favorite color, school color/spirit wear, inside out, or an idea suggested by students.
- Let each child be the Superstar for a day or a week. Give each child time to talk about themselves or bring in a favorite item.
- Ask students to write positive messages about each other or about their teacher.
- Try the Inside/Outside activity. Cut out simple paper doll shapes. Have students decorate one side to look like themselves. On the other side, have students write favorite things. Compare with the class. Students will see the similarities among themselves even though they look different. Consider trying this activity with another class of a different age.
- Give students time to unplug. Turn off the lights, play relaxing music, and let them put their heads down and let their minds wander for five minutes. Consider other mindfulness, yoga, or breathing techniques.
- Look for simple team-building activities such as the Human Knot. Groups of six or more students stand in a close circle; each student randomly joins hands with two other students across the circle. After they are all joined, students must figure out how to untangle themselves without releasing hands.
- Make a word search puzzle using the names of all the students in class.
- Offer a treat on a special day, such as hot chocolate on a cold day, a popcorn party, or coffee and pastries for staff.
- Recognize staff members through an employee-of-the-week bulletin board or other shout-out.
- Schedule an activity for Teacher Appreciation Week in May.
- Plan a small art project or poetry project to express gratitude to family, friends, staff, guests, or others.
- Ensure that PBIS materials are displayed in school. To update, contact Molly Quirk at quirkmm@milwaukee.k12.wi.us.

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