Aligning Student Behaviors to Core Values

**Goals:**
- Provide students with clear and consistent expectations for behavior that align with our core values.
- Practice desired classroom/school routines and procedures to better ensure student success.
- Create clarity for all stakeholders regarding how we will respond when students demonstrate behavior contrary to stated expectations and core values.
- Provide opportunities for students to reflect and realign behavior and practices consistent with expectations and OCJH values.
- Maintain student-teacher, student-admin-parent relationships by separating the behaviors from the student.

**Proactive Efforts to Create, Nurture, and Strengthen Conditions for High Performance:**
- There is evidence that school values have been clearly articulated and taught. Behavioral expectations and classroom practices and procedures are clear, and have been practiced. Teacher follow-through is consistent.

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<td>Inappropriate Language</td>
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<td></td>
<td>Substance Offense (drugs, alcohol, vape)</td>
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**Classroom Infractions**

**STEP 1:** Teacher talks to student privately; revisits expectations and determines next steps.

**STEP 4:** Admin schedules a face-to-face student-parent-teacher conference to address the behavior.

**STEP 5:** Admin may place student in SSC for 1-2 periods or student can attend class accompanied by parent or student advocate.

**STEP 8:** Admin meets with the student and parent to arrange online learning for a period of time.

**School Infractions**

**STEP 2:** Teachers can provide a 15-minute reflection opportunity for students. This can be through leveraging the Think Tank form in the classroom or in nearby classroom.

**STEP 3:** Teacher schedules a face-to-face student-parent-teacher conference to address the behavior.

**STEP 6:** Student may be moved into another class within the teacher’s schedule.

**STEP 7:** Admin meets with the student and parent: change of placement to another teacher (same subject). The new teacher repeats steps 1 and 2.

**Dangerous and Illegal Infractions**

**STEP 1:** Teacher/Staff Gather Info about Situation

**STEP 2:** Teacher/Staff Accompany Student to Office or Request Assistance

**STEP 3:** Student Completes Office Referral Reflection Form

**STEP 4:** Admin Contacts Parent and Initiates a Follow-Up/Support Plan; This May Include Suspension, Expulsion, Service Hours and/or Police Involvement

*Dangerous and illegal infractions necessitate an immediate referral to the office and will be handled swiftly by administration.

* We will track all major infractions to identify patterns and locations. The information will help us take a proactive approach to preventing further incidents.