



School Discipline and Classroom Management Policy

Policy Number:

Adopted:

Revised:

I. POLICY STATEMENT

- a- At RMSA we are committed to providing a safe, inclusive, and respectful learning environment for all students. We recognize the importance of promoting positive behavior and fostering a sense of belonging among our students. In line with this commitment, we strive to reduce the overuse of discipline practices that remove students from the classroom.
- b- This policy outlines our approach to discipline and classroom management, emphasizing proactive strategies, restorative practices, and clear consequences for behavioral infractions. Our goal is to maintain a positive and supportive atmosphere where students can thrive academically, socially, and emotionally. Also we focus on student removal from classroom.

II. CORE PRINCIPLES

- a. **Respect and Responsibility:** All members of the school community, including students, teachers, staff, and parents, are expected to treat one another with respect and take responsibility for their actions.
- b. **Restorative Practices:** We believe in restorative practices that focus on repairing harm, restoring relationships, and promoting accountability. These practices encourage dialogue, understanding, and learning from mistakes.
- c. **Positive Reinforcement:** Positive behavior is actively encouraged and reinforced through recognition, rewards, and incentives. We celebrate achievements and promote a culture of appreciation.

III. CLASSROOM EXPECTATIONS

- a. **Respectful Behavior:** Students are expected to demonstrate respect for themselves, peers, teachers, staff, and school property.
- b. **Punctuality and Attendance:** Regular attendance and punctuality are crucial for student success. Students are expected to attend all classes on time.
- c. **Preparedness:** Students should come to class prepared with necessary materials and ready to engage in learning.
- d. **No Bullying or Harassment:** Bullying, harassment, or any form of intimidation will not be tolerated. Students are encouraged to report any such incidents promptly.

IV. INDIVIDUALIZED SUPPORT PLANS:

For students displaying persistent behavioral challenges, we will develop individualized support plans. These plans will involve collaboration between teachers, counselors, parents, and relevant specialists to provide tailored interventions and resources to support the student's social and emotional well-being.

V. COLLABORATION WITH FAMILIES:

We recognize the importance of involving parents and guardians in the disciplinary process. Open communication channels will be established, and families will be engaged in discussions about behavioral concerns. Collaborative efforts will be made to implement consistent approaches both at school and at home.

VI. ALTERNATIVE DISCIPLINE APPROACHES:

Instead of immediate removals, alternative discipline approaches such as in-school suspension, counseling, and community service will be explored. These methods aim to address behavioral issues while allowing students to remain connected to the learning environment.

VII. REDUCE OVERUSE OF DISCIPLINE PRACTICES

- a. **Restorative Practices:** We will implement restorative practices such as restorative circles, peer mediation, and conferencing to address conflicts and behavioral issues in a constructive manner. These practices emphasize repairing harm, building relationships, and promoting accountability among students.
- b. **Positive Behavior Interventions and Supports (PBIS):** Our school will adopt a PBIS framework, emphasizing proactive strategies for defining, teaching, and reinforcing appropriate behaviors. Positive behavior will be recognized and celebrated through rewards, acknowledgments, and incentives to create a positive school culture.
- c. **Collaboration with Families:** Open communication channels will be established with parents and guardians to involve them in the disciplinary process. Families will be engaged in discussions about behavioral concerns, and collaborative efforts will be made to implement consistent approaches both at school and at home.
- d. **Alternative Discipline Approaches:** Instead of immediate removals, alternative discipline approaches such as in-school suspension, counseling, and community service will be explored. These methods aim to address behavioral issues while allowing students to remain connected to the learning environment.

VIII. BEHAVIORAL INFRACTIONS AND CONSEQUENCES:

a. Level 1 Infractions: (within one class period)

- Speaking in Somali without a Somali speaker present.
- Having gum, candy, drinks, etc.
- Not following directions
- Inappropriate items (electronic devices, water pistols, toys, cards, etc.).
- Verbal disrespect (swearing, name-calling, etc.).
- Spitting, spit wads, food throwing.
- Inappropriate use of classroom/school equipment.

Consequences for Level 1 Infractions:

- Verbal warning and redirection from the teacher.
- Student-teacher conference if behavior persists.
- Parental notification for ongoing issues.

b. Level 2 Infractions:

- Threats
- Disrespect/ violent to school staff or volunteers
- Pushing, shoving, hitting, etc.

Consequences for Level 2 Infractions: (Within a quarter)

- 1st offense - sent to the office immediately, call home, the student talked to/ Detention may be assigned.
- 2nd offense - In-school suspension
- 3rd offense - Out-of-school suspension
- 4th offense - 2 days out-of-school suspension, Mandated parent conference.
- Behavior contract.

c. Level 3 Infractions:

- Damage to school and private property (including bathroom).
- Stealing
- Fighting
- Leaving school property
- Running away from staff

Consequences for Level 3 Infractions: (within a quarter)

- 1st offense - In-school suspension
- 2nd offense - Out-of-school suspension
- 3rd offense - 2 days out-of-school suspension, Mandated parent conference before the student can return to school. Consider expulsion procedures.

Out-of-school suspension is the day after the Incident (the day of the incident, the student can return to class for the rest of the day unless it is for fighting).

If the student is returned to class and not acting correctly, they are brought back to the office.

IX. PERIODIC POLICY REVIEW:

This policy will be reviewed periodically by the school administration, teachers, parents, and students. Feedback will be solicited, and adjustments will be made to ensure its effectiveness.