The ability to effectively manage and guide the behavior of students is perhaps the most important *skill* a teacher or school leader can possess (Jones & Jones, 2013), and ranks equally with a deep knowledge of the content area in the list of essential qualifications for being a great teacher. Unfortunately, training in the art and science of classroom management and school-wide discipline can be overlooked in teacher/administrator preparation courses and in professional development experiences, until disruptive or negative student behavior reaches an unbearable level. Proactive planning for how to manage a group of 25 students in a classroom or 500 in a school goes a long way in preparing for a great educational experience—for both the teachers/leaders AND the students.

At SCS, we view classroom management and school discipline in a Biblical "shepherding," or discipleship, motif. As such, we are concerned not only with external behavior, but also with how that behavior reflects the heart condition of our students. Scripture often describes the heart as the control-center of one's life (Tripp, 1995; Willard, 2002). Therefore, behavior does not randomly spring out of a person; it is always a reflection of a deeper, unseen reality. Said another way, behavior is not thrust upon a person from external conditions, but instead originates from inside a person (Wubbolding, 2007). Of course, one's environment does exert tremendous pressure on a person, but ultimately, an individual determines his or her own actions.

Our task as Christian educators is to evaluate and shape students' behavior, in order to create an environment in which the heart can be shaped. Our ultimate goal is to help students to develop a heart that is shaped like Jesus' heart, so that Christlike behavior will be our students' natural pattern in life (Willard, 2002).

Of course, there are also pragmatic, immediate reasons to have well-managed classrooms and a well-disciplined student body. A school's primary reason for being is to facilitate student learning; in order for genuine learning to take place, the school in general, and the classrooms in particular, must be orderly and disruptions must be kept to a minimum (Jones & Jones, 2013). A school or classroom plagued by uncontrolled behavior problems will be one in which effective teaching cannot occur, and as a result, the students will not learn what we desire for them to learn.

The ideal classroom is one in which students feel loved and valued, honor their teacher and one another, and know and respect the boundaries. When these essential elements of the classroom are in place, students are more likely to be engaged in learning, and the opportunities for the teacher to exert Godly influence will be greater. The very mission of SCS, which involves teaching with excellence in the classroom and through life-on-life influence, requires that our faculty be experts in leading pleasant and well-ordered classes.

The ultimate goal for discipline and classroom management at SCS is to create a culture of honor, both at the school and classroom levels. Honor as used in Romans 12:10 can be defined as *"attaching great worth or value to someone else."* Turansky and Miller (2000) further describe honor with three specific facets:

1. Treating others as special
2. Doing more than what is expected
3. Having a good attitude

The motivations for proper classroom and school behavior should flow not from a requirement to conform to an external set of standards, but from a heart that truly loves God and loves others. All discipline and classroom management efforts and outcomes can be summed up in Turanksy and Miller's simple description of honor. And as we help to guide students towards Christlike, honoring behavior, we partner with the Holy Spirit in actually shaping their hearts to be shaped like Jesus'—a heart that loves God and loves others.

A full exposition of how the process of shaping hearts through engaging and managing behavior is beyond the scope of this Classroom Management and Discipline Policy. The following resources can be extremely helpful in exploring this concept, and are highly recommended. SCS's Discipline and Classroom Management Policy is based on the Biblical connection between the heart and behavior, as articulated in these seminal books:

- *Say Goodbye to Whining, Complaining, and Bad Attitudes in You and Your Kids!*, by Scott Turansky and Joanne Miller (2000).
- *Shepherding a Child's Heart*, by Tedd Tripp (1995).
- *Renovation of the Heart*, by Dallas Willard (2002).

Principles and Guidelines for Effective Classroom Management

While every classroom will be unique as a result of the different personalities, subject area, and physical layout of the class, certain principles and ideals should be evidenced across the entire spectrum of ages and content areas at SCS. The purpose of this

Classroom Management Policy is to explore and define the essential principles of classroom management, thereby providing a common set of expectations that we aim to apply consistently in every classroom of our school.

1. **Each teacher has a concise verbal picture of what he or she would like his or her classroom "ethos" to be.**

   Every book or resource on classroom management seems to suggest that the most important starting point for effectively managing the classroom is for a teacher to be proactive. This concept of proactivity usually refers activities such as planning lessons, setting up the classroom before the students arrive, and anticipating problems before they arise. While these are all accurate and effective, they miss the actual beginning point for proactivity: having a vision for the classroom.

   A vision for classroom ethos (ethos in this context means *"the spirit of the room")* is a mental (or literal) picture of what a teacher would like his or her classroom to feel like. An effective classroom manager will have a clear, concise, and compelling vision for his or her classroom, and will spend the time and effort necessary to actually put that picture in words. When the "end product" is well articulated and revisited often, the result is increased focus, direction, and power to pursue that end product (Blanchard & Stoner, 2003). As Proverbs 29:18 teaches, without a strong vision, things unravel. And as every teacher knows, the classroom environment can unravel quite easily.

   At the beginning of each year, teachers at SCS are required to commit their classroom ethos vision to writing (see accompanying teacher worksheets). While it may not change significantly from year to year, the vision should be re-examined and revised based on the continual growth and development of each teacher.

2. **Positive, encouraging relationships are the foundation for excellent classroom management.**

   Research consistently suggests that the "kind and quality of relationships that form between teachers and students are keys to successful student learning" (Newberry, 2010, p. 1695). Additionally, it has been shown that the more supportive and encouraging teachers are, the more students will engage in learning (Newberry, 2010). Clearly the research backs up what the Christian teacher ought to know intuitively: good relationships are the basis of effective teaching. The old adage rings true, that students do not care how much you know until they know how much you care.

The process of building good relationships with students begins on day one of the new school year. From the first greeting in the hallway, to the way in which a teacher presents him or herself in the classroom, students are sizing the teacher up, asking internal questions, such as: "Is my teacher a real person?"; "Will my teacher notice me?"; and, "Will my thoughts and ideas be welcomed?" This desire for genuine relationship is so strong that one study of high school students documented an overwhelming first priority of students to have teachers who care for them (Jones & Jones, 2013).

Teachers at SCS must give thoughtful consideration to how they will extend themselves relationally to their students. Of course, the ideal is not to be "best buddies" with students, as if the goal were to get students to like the teacher and choose him or her as a "hang-out" friend (Myers, 2010). Such familiarity actually tends to disrupt the learning process, and SCS insists on strong boundaries within all adult/student relationships.

Instead of the "buddy-buddy" approach, teachers will intentionally relate to students in a way that makes the teacher genuine, believable, and approachable. Teachers will proactively invite students into their world by telling stories about their own life experiences. They will greet students at the door and in the hallway, learning student names quickly and addressing them by name all the time. They will take the time for spontaneous "how are you doing" kinds of conversations, being open to spending extended time in counsel and/or prayer as needed. This relationship-building task starts on day one and continues throughout the entire year, and often extends well beyond the day a student leaves a teacher's classroom for the final time.

3. **Classroom guidelines are stated in positive form and reflect the three elements of Biblical honor.**

As described earlier, honor involves treating others as special, doing more than what is expected, and having a good attitude (Turansky & Miller, 2000). Often teachers tend to expect honor quite easily, but have trouble extending that same honor towards students. One way to honor students is to state classroom rules in a positive form, and give careful attention to integrating those rules with the school-wide focus on creating and maintaining a culture of honor.

For some teachers, they may find that the three-fold description of honor is actually an ideal set of classroom rules: they are few in number, easy to remember, and cover just about every behavior problem that may arise in the classroom. Of course, the teacher would need

to tailor his or her explanation of the "rules of honor" to the age of the students in the class, giving more concrete examples of the application of each rule to younger students.

Other teachers may prefer to generate their own rules for the classroom- based on honor- which is perfectly appropriate. Either way, teachers at SCS must actively integrate the concept of honor into their classroom rules and procedures. The following general guidelines apply:

- Keep the number of rules to a minimum.
- State them in the positive form. (For example, "Raise our hands before asking a question," *not* "Do not call out in class.")
- Communicate the rules by posting them in the class, reviewing them regularly with the students, and informing students' parents of them.
- When affirming appropriate behavior or correcting inappropriate behavior, do so by overtly connecting the affirmation or correction to the rules of the classroom.
- Purposefully connect the rehearsal and application of classroom rules to the concept of Biblical honor.

4. **Consistency, routine, and order create a safe, secure, predictable learning environment.**

When the learning environment is well-ordered and lessons are well-structured, students are less likely to misbehave (Ackerman, 2007). Disorganization and lack of structure seems to open the doors to all kinds of mischief; it's almost as if a lack of structure creates a void which mischief seeks to fill. Just imagine the difference in behavior that would result from putting 20 students in a room with no agenda, versus that which would result from 20 students who had a set task to accomplish, accompanied by clear guidelines for how to accomplish that task. This example, albeit extreme, helps to illustrate the need to provide structure for students. Many behavior problems can be avoided simply by providing predictable structure (Ackerman, 2007; Jones & Jones, 2013).

Structure in the classroom includes a number of elements, including established daily routines and common procedures for normal classroom tasks (such as doing seatwork, handing in papers, asking for assistance, etc.). Most teachers tend to approach classroom structure and order from the perspective of their own personalities and the level of structure that they themselves need. However, at SCS, teachers are expected to adjust their "default" setting regarding structure and organization to the level that *best serves their*

students. For instance, a highly structured and organized teacher may need to temper this approach so that it is not a standard uniformly imposed on all students at all times. Another teacher may be highly spontaneous and random; such a teacher will need to learn to implement more structure than would come naturally.

As much as possible, and as appropriate for the developmental level of the students, the teacher should engage students in establishing routines and procedures in the classroom. This creates a sense of ownership and responsibility for proper behavior. At a younger level, students can help by providing concrete examples of classroom rules in action (the teacher may ask, "What does following this rule look like? What does *not* following the rule look like?"), as well as developing role-plays that demonstrate positive behavior. In higher grades, students can be given the broad "rules of honor" and asked to develop expectations, guidelines, and consequences specific to their particular classroom.

Structure and organization extend beyond routines and procedures to the physical set-up and tidiness of the room. Teachers are expected to keep their rooms very neat and tidy at all times. Of course, there will be seasons when a classroom will be less organized than other times, but the overall pattern should be that of organization. This includes the teacher's desk, files, learning materials and resources, furniture arrangement, and student desks. A good rule of thumb is to keep one's room in such a way that the administration would be eager to show it to prospective parents on a school tour.

For at-risk students, the need for structure and predictability becomes even more important. For instance, a child with ADHD may have great difficulty staying on task when the physical environment is too busy or disorganized. Additionally, at-risk students should not be forced to expend precious focus on wondering what to do in routine situations. Well-thought-out and well-communicated procedures can support these students in placing focus and attention on learning.

5. **Teachers put great effort into utilizing "engaged pedagogies" to keep students involved and excited about the content and skills they are learning.**

A perennial question that all educators have is, "How do I get and keep my students interested and involved in learning?" Every teacher dreams of a classroom full of engaged students, doing what they're supposed to do at all times. Unfortunately, this dream is often not translated into reality, and teachers find themselves struggling to keep students interested in the learning agenda.

To maximize the chances that students *will* be interested (and minimize possible behavioral disruptions and distractions), teachers should use engaged pedagogies, or teaching styles/techniques that offer maximum active involvement with the material or skill being taught. At the least, teachers should use effective questioning techniques regularly and move around the room as they teach to keep students alert and promote deeper thinking about course content. To maximize engagement, teachers should vary teaching styles regularly, utilize technology in the classroom, differentiate instruction for different students, and provide ample opportunities for students to interact with one another as they learn. Much of poor behavior has its source in boredom and monotony in the classroom. Engaged pedagogy is a proactive way to "head-off" behavior problems by starving the environment in which they breed: boredom.

It is important to note here that students who may be considered "gifted" are particularly susceptible to classroom boredom, and the resultant behavioral problems. While it is important for these students to learn lessons of character and patience as the content that they have already mastered is being taught and drilled, a larger concern may be that they need additional challenge to remain fully engaged in their learning. Many times, the most gifted students can cause the most trouble in classrooms, and their disruptive behavior can come from simply being bored with school work that is below their performance level. In this case, teachers can address the disruption either reactively and punitively, or proactively and positively, by pre-planning more challenging learning activities for such students. SCS as a school does not emphasize the "completion of everything on the learning agenda," if for a given population of students, that agenda has already been mastered, or is clearly below their performance level. In such cases, the administration prefers that the advanced students be excused from having to complete all the work on the agenda, and be given *replacement* work and activities that will nurture their love for learning and keep them engaged in school.

6. **When patterns of disruption or poor behavior are observed, teachers will look to engage the heart (source of behavior) through a careful and thoughtful analysis of the behavior, in its context.**

As stated earlier, all behavior has roots in the unseen reality of a person's heart, or the control center of his or her being. Behavior, therefore, is not an isolated reality; it is the outgrowth of something that is not easy to observe. Proverbs 20:5 alludes to this reality as it states that "the purposes of a man's heart are deep waters, but a man of understanding

draws them out." The imagery here is of a deep, unlit well. One can see the surface of the well, but to get the water from its depths requires significantly more effort than a casual glance.

All teachers will have to manage inappropriate behavior at times. The first step in doing so is to analyze that behavior to compile a full picture of its source, what it actually is, and its consequences (Ackerman, 2007).

(The formal process of deeply analyzing a student's chronic inappropriate behavior is called a Functional Behavior Analysis (FBA). At times, an FBA will be a necessary component of managing particular students' behavior, but such situations will warrant the involvement of a larger team of individuals. This formal process will not be used by individual teachers in cases of misbehavior which could be considered "normal" for the average student in the average classroom.)

When a student exhibits misbehavior which does not quickly resolve itself with a low-intensity response from the teacher, or misbehavior which is repetitive in nature, the teacher will need to engage in a more systematic assessment of that behavior. SCS recommends the use of an ABC chart (Ackerman, 2007), as an aid in: 1) determining the source of behavior (**the Antecedent**), 2) describing the specific **Behavior**, and 3) examining the **Consequences** of the behavior, in terms of how it impacts the student, the teacher, and the classroom.

When completing the ABC chart, the following are important principles to keep in mind:

- When looking for the antecedents of the behavior, give attention to everything that is going on in the room just before the student participates in the behavior. For instance, does the behavior occur in the morning or afternoon? After a special? Just before lunch? Does it occur more during seatwork or during instruction? Do certain students seem to be a part of instigating the behavior? Is it more in math or in English class?

- When describing the behavior, be very specific, describing the behavior itself, not what you think is causing it. For example, "John rolls his eyes and turns away from me" as opposed to "John exhibits a bad attitude." Also, it will be helpful if the teacher documents the intensity and/or frequency of the misbehavior.

- When documenting the consequences, the teacher should think more globally than simply recording how he or she responds. Some helpful sample questions

include: How do the other students respond to the behavior? How does John react to his own behavior? What happens to the lesson?

Once a simple ABC chart is completed, the teacher will have a more complete picture of the behavior, and how to engage the heart of the student. An ABC chart also helps to prevent the teacher from exhibiting the kind of frustration-based, "knee-jerk" reactions to misbehavior that often only serve to exacerbate the situation. Another benefit of compiling an ABC chart is that the teacher will have a written record of the misbehavior, which is an extremely important element of being able to discuss the behavior with the students' parents, or when conferencing with a colleague or administrator for advice on how to handle the misbehavior. See Figure 1, on the following page, for a sample ABC chart with a hypothetical student, "John."

Figure 1: Sample ABC Chart.

Antecedents	Behavior	Consequence
• Afternoons, usually later in the week • Usually after recess • During quiet seat-work	John does not follow the classroom rule of keeping his hands to himself. He touches his tablemate repeatedly, normally at least 15 times during the 10-minute independent work period.	• I reprimand him, by saying, "John, please keep your hands to yourself." • His table-mates become frustrated and often push him away. • John seems to demonstrate a sense of rejection after the other students have reacted.

After completing the ABC chart, the teacher will have a much deeper and holistic understanding of the misbehavior, and will be in a better position to identify the intent of the behavior. Identifying the intent of misbehavior is essential to determining what teacher-response will be the most effective. Additionally, this approach promotes the exploration of the "hearts" of students, instead of simply the behavior.

Christian teachers have the unsurpassed benefit of partnering with the Holy Spirit in this exploration of the hearts of students. Christ promised that the Holy Spirit would lead into all truth; Christ even calls Him the Spirit of Truth. As the Spirit helps the teacher to identify the intent or heart-motive of the behavior, the teacher will be in a position to apply his or her response to the root of the misbehavior, rather than simply the fruit.

Misbehavior can emerge from many possible intents or sources. The following is a small list of common sources of misbehavior. (An exhaustive list of possible sources of misbehavior would be as long as there are students. The purpose of this list is merely to give examples.)

- Students misbehave when they test boundaries established by authority.
- Students misbehave when they are tired or stressed.
- Students misbehave when they crave attention.
- Students misbehave when they feel threatened.
- Students misbehave when they feel inadequate.
- Students misbehave as a result of sinful strongholds in their life.

When considering what response to misbehavior to employ, understanding the intent or heart-motive of the misbehavior allows the teacher to more effectively engage the heart, rather than simply addressing the behavior. Having assessed the behavior and generated a hypothesis concerning the heart/intent behind the behavior, the teacher is now ready to select a reinforcement that may be effective in supporting a behavior change. The following two sections describe the two main kinds of reinforcement that should be used: positive reinforcement of appropriate behavior, and negative reinforcement for inappropriate behavior.

7. **Effective teachers will reach for the positive behavioral reinforcements in their classroom management toolkit first.**

The first strategy to employ when seeking to correct or manage poor behavior is to reinforce appropriate behavior. No student misbehaves ALL the time, and this principle helps the teacher to focus on identifying and affirming the times when the student behaves appropriately. As a basic example, consider the following analysis and strategy "John's" teacher developed:

> *John is having a hard time keeping his hands to himself, and his teacher thinks that that behavior may arise from a need for affirmation, especially when he is tired. She has noted that the more sluggish he is, the more he tends to pick at his table-mates. Instead of using the technique of reprimand, which has not been working, she decides take a positive approach by affirming him proactively when he does not pick at others. To begin this process, she talks briefly with him away from other students to identify with him the negative behavior that he has been exhibiting and reminds him of the classroom rule of "Treating others as special by keeping our hands to ourselves."*
>
> *The teacher spends a few moments discussing how doing so is just one way of honoring others, and asks John if he would be willing to work extra hard on keeping his hands to himself. John agrees and goes back to his table. For the immediate future, the teacher keeps a close watch on John, and whenever she catches his eye, she gives him a big smile and a quiet "thumbs-up" to reinforce good behavior and to give him affirming attention.*

The options for positive reinforcement are endless, and creative teachers have access to many resources both online and in print that contain thorough examples of strategies for positive reinforcement. Teachers at SCS are required to develop a solid list of such possible options to use in the classroom, and they can gain extra benefit by talking with their colleagues and their administrator to develop such a list.

At all grade levels of the school, teachers should develop and employ an overall classroom behavior management focus and system which emphasizes positive reinforcement, and not only negative reinforcement. For instance, a system whereby students gain points or standing for good behavior is preferred over a system whereby they only lose points or standing for poor behavior. Unfortunately, it is common for teachers to gravitate to reprimand and negative consequences for bad behavior, as opposed to the positive mode of rewarding and affirming good behavior.

Representative examples of positive reinforcement include the following, all of which can work on both the individual and group levels:

- Specific praise
- Rewards for specific behavior
- Freedom to choose among alternatives

8. **Negative consequences for poor behavior are used in roughly equal proportion to positive reinforcement for proper behavior.**

Teachers are not limited to using only positive reinforcement for misbehavior. However, a good rule of thumb is to use positive reinforcement first, and to use negative consequences in roughly the same proportion as positive. (For every time a teacher uses negative reinforcement, he or she should also use positive reinforcement.)

Negative consequences range from a verbal reprimand to a phone call home to a conference with the Dean of Student Life, and everything in between. There are two keys to the effectiveness of negative consequences: the teacher must have strong follow-through, and the consequences given must be progressively more intense and discouraging of poor behavior.

After exhausting positive reinforcement as a solution to a behavior problem, the classroom teacher will move on to employ negative reinforcement. (Of course, this does not mean that the teacher is not free to give verbal reprimands and/or redirection as necessary and appropriate in the course of normal classroom life. This applies mostly to chronic behavior issues in students who do not respond to positive reinforcement.)

It is not the purpose of this document to provide a set, "fool-proof" progression of negative consequences for misbehavior. Instead, the goal is to give general parameters for the typical progression of negative consequences for poor behavior. Individual teachers have significant latitude in what consequences they utilize, as long as they meet the stated criteria: 1) teachers demonstrate good follow-through, doing what they say they will do, and 2) teachers utilize progressively more intense consequences, which match the severity of the offense. Following is a sample hierarchy of negative consequences, progressing from the least intense to the more intense:

- Reprimand through eye contact/body language
- Gentle touch on the shoulder or hand for redirection
- Private verbal reprimand or redirection
- Public verbal reprimand or redirection
- One-on-one conference with student to discuss problem behavior (after or during class)
- Phone or in-person conference with parent(s)
- Points off classroom participation/behavior portion of grade, if applicable
- Changed seating arrangement
- Loss of classroom privileges or rewards
- Referral to Dean of Student Life (Note, in all cases where a student is sent to the office to see the Dean, the classroom teacher must call the office immediately to inform the office that the student is being sent and to give a brief synopsis of the situation.)
- Suspension from classroom (requires involvement and approval of Dean of Student Life)
- Classroom or school behavioral contract (requires involvement and approval of Dean of Student Life)

If the poor behavior continues to occur beyond the first few levels of consequence, or if the poor behavior develops into a pattern, the teacher is required to document the behavior and the consequences in the RenWeb discipline section. If unsure about what to document in RenWeb, teachers should consult the Dean of Student Life. In all cases and for many reasons, it is prudent for the classroom teacher to also discuss significant patterns of misbehavior with his or her department chair, his or her principal, or the Dean of Student Life.

Finally, some negative consequences, which may or may not have traditionally been used in schools in the past, are not acceptable at SCS. These are:

- Group punishments (everyone writing a paper, everyone losing points on a test, etc.) are to be used rarely and only under extenuating circumstances and with administrator approval.
- Yelling (significantly raising the volume and intensity of one's voice in frustration or anger) is never appropriate. Speaking in a stern, elevated, but controlled tone is appropriate at times, as doing so helps a student to realize the gravity of the situation.
- Physical threats, whether real or implied, are never permitted, and may result in immediate suspension or dismissal of the teacher. Even jesting with a student about a possible physical consequence to poor behavior is not allowed, such as, "I could throw you out the window right now!" or, "If you were my son I'd smack you!"
- Coarse language (profanity, "street talk," etc.) employed to make a point or to intimidate a student is not allowed.
- Corporal punishment of any kind is not allowed.
- Deprivation of any kind is not allowed (e.g., withholding <u>reasonable</u> bathroom breaks, water, lunch, or scheduled snack).
- Repeated and frequent loss of recess time as a consequence for misbehavior in the classroom, or for non-completion of work, is not allowed. Students who misbehave in the classroom often benefit from a physical outlet, such as recess, to "burn off" excess energy, which can help improve their behavior in class. If a student is repeatedly losing recess time, teachers should develop other positive and negative consequences for the student.

9. **The Administration of the school provides tactical support and a pressure-release valve for the classroom teacher.**

Members of the SCS administration team recognize that managing student behavior problems is a huge task, and can be emotionally, physically, and spiritually draining. A number of leaders are available for consultation, support, and prayer as individual teachers manage the behavior of their students. The Dean of Student Life is the member of the Administration Team charged with the oversight of all student behavior, and is available for both ad hoc and ongoing consultation and support as necessary. In addition, SCS has several

levels of support available for classroom teachers, including their immediate colleagues; their division coordinator (elementary) or department chair (secondary); their faculty mentor (if a new faculty member); their principal; the Dean of Student Life; and ultimately the Superintendent. Classroom teachers are encouraged to reach out for support before a situation would escalate to the point of severe emotional, physical, or spiritual tension.

Additionally, classroom management is a key component of a teacher's annual evaluation process, which is designed to support teachers in their professional growth. Classroom management effectiveness will be assessed each year through regular informal and formal observations and "drop-in" observations as necessary. When a deficiency in classroom management skill is identified, a teacher may be required to enter into a period of remediation through outside training, regular coaching, or any other means deemed appropriate to improve in this important area.

When and if a situation with a student goes beyond "normal" classroom misbehavior and a teacher suspects that a deeper emotional or spiritual problem may be the root cause, the teacher may refer the student to the SCS Mental Health Committee. This is a standing committee, chaired by the Superintendent, which provides immediate and significant support for the classroom teacher and help for the student. Examples of situations in which such a referral would be appropriate include: extreme anti-Christian statements or inferences; threats to harm self or others; graphic, death-oriented, and/or sexually charged writing or drawings; extreme insubordination; etc. The referral process simply involves the teacher notifying the Superintendent (in writing, either via paper or email) of the concern. All referrals will receive attention and a preliminary response as soon as practical after submission, usually within a few hours, if not sooner.

Discipline Guidelines

The need to engage the hearts of students extends beyond the classroom and into the broader school environment. While the classroom is a microcosm of the entire school, it is understood that behavioral issues can either occur outside of the classroom, or be of such a nature that the Administration will need to be involved in the response to the misbehavior.

Proper behavior at SCS is generally defined by the SCS Student Code of Christian Conduct. This code is endorsed on an annual basis in writing, by families and students at the point of enrollment (current students) and re-enrollment (existing students).

SCS
SMITHTOWN
CHRISTIAN SCHOOL

Name: _____ Grade: _____

Student Code of Christian Conduct

Smithtown Christian School is a ministry whose purpose is to encourage the learning and growth of students who desire to live as disciples of Jesus Christ. The Student Code of Christian Conduct is the foundation of our school community standards, describing the kind of Biblically-based behavior that is appropriate for disciples of Jesus.

The kind of community we uphold is one of mutual trust, respect and honesty—a community in which there is constant encouragement to live lives of honor, fully committed to Jesus. An honorable community is more than a commitment to follow a set of rules; it is a commitment to an honorable lifestyle. It is our expectation that our students will conduct themselves honorably at SCS and wherever they go, and that this commitment will far outlast their time at SCS.

As a student at SCS, I will honor Jesus Christ by seeking to glorify and obey him in all areas of my life.
I pledge to the following:

1. *I understand that my personal conduct both in and out of school is a key indicator of my walk with the Lord, and therefore, I commit to a lifestyle in which I will not use tobacco, drugs, or alcohol, and I will honor God by maintaining a lifestyle of sexual purity.*

2. *I will honor authority and submit to the administration, teachers, and staff of Smithtown Christian School.*

3. *I will honor my fellow SCS students by respecting them, their academic work, and their personal property. I understand that any form of bullying, intimidation, theft, harassment, and violence is unacceptable.*

4. *I will live by traditional Biblical sexual values: I will abstain from all intimate sexual conduct; I will dress and present myself in conformance with my genetically determined biological sex; I will use restrooms, locker rooms, and changing facilities conforming with my genetically determined biological sex; and I will not consider or identify myself to be homosexual, bisexual, or transgendered.*

5. *I will honor the school by giving my full effort in all of my academic pursuits. I understand that I am at Smithtown Christian School first and foremost to learn to "love the Lord with my heart, soul, mind and strength."*

6. *I will respect the SCS and SGT facilities, and I will contribute to a clean and orderly learning environment. I understand that vandalism, littering, and any other means of defacing school or church property is unacceptable.*

7. *I have read and will abide by the guidelines and policies outlined in the current version of the SCS Student Handbook, which are designed to provide for a well-structured, safe, positive, and Christ-centered learning environment. My dress and my appearance will not only comply with the dress code of SCS but will also reflect Christian modesty and values.*

8. *I will uphold this Code of Christian Conduct twelve months of the year: at school, at school activities, outside of school, and on social media networks. I understand that my enrollment at SCS is a privilege, and I will be held accountable for what I do or don't do.*

_____   _____
Student Signature   Date   Parent Signature   Date

Rev. 10/2015

Conclusion

In all cases, it is expected that teachers and administrators at Smithtown Christian School will conduct themselves as highly qualified and competent professionals who are skilled at discipline and classroom management. This document is not intended to remove from individuals the responsibility and privilege to manage their own classrooms in the way that best fits their unique giftings and personality. It is understood that one set of methods will not work equally well for all teachers. Instead, the purpose of this document is to provide a common set of general principles for effective classroom management and school-wide discipline denoting specific guidelines where necessary. When the entire team is working together in agreement, it is much more likely that students and staff at SCS will experience a genuine "culture of honor" as we fulfill our mission of educating exceptional young Christian leaders.

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Teacher Classroom Management Plan

Teacher Name:

Grade/Class(es):

1. Please describe your ideal classroom "ethos" (ethos in this context means *"the spirit of the room."*). What is your mental (or literal) picture of what you would like your classroom to feel like?

2. Positive, encouraging relationships are the foundation for excellent classroom management. Please describe the 3 specific things you do to *proactively* establish such relationships with your students.

3. Please list the classroom "rules" or "guidelines" that you use. These rules should be: a) short in number; b) stated in positive form, and c) reflect Biblical honor (the three principles of Biblical honor are: treating others as special, doing more than what is expected, ad having a good attitude). If you have these already printed, please simply attach a copy and note "see attached" below.

4. Are these classroom rules/guidelines:

    A. Clearly posted in your classroom (elementary *and* secondary)?

    B. Handed out in your course syllabi or materials given to students during the first week of class (secondary)?

    C. Shared with parents during Meet the Teacher night (elementary)?

5. If you answered "no" to 4a, 4b, or 4c above, please describe your plan – with a timeline – to implement the missing component(s) in your practice.

6. Please describe any 3 consistent <u>routines</u> you use in your classroom.

7. Please reflect on these routines and consider if you are adequately reminding students of routines, practicing them, and enforcing them. Please discuss which ones you can better remind, practice, and/or enforce.

8. Please describe 3 ways you keep students actively engaged in the learning agenda. These should be specific teaching methods that foster engaged learning.

9. Please describe how you go about analyzing a student's negative behavior and determining what approaches to try.

10. If you do not use the A-B-C method of analyzing student behavior, please see Appendix A. Is this something you might try in your classroom? Why or why not?

11. Please describe how you use both positive and negative reinforcements of behavior in your classroom. Give specific examples.

12. Reflecting on your response in #9 above, assess whether you tend to favor one over the other. If so, provide some ideas as to how you can work to balance them.

13. If you have suggestions for how administration can better support you in the area of classroom management, please provide them below and/or attach an additional sheet. Thank you!

CLASSROOM MANAGEMENT RESOURCE
Behavior Intervention Plan

EXAMPLE

Antecedents	Behavior	Consequence
• Afternoons, usually later in the week • Usually after recess • During quiet seat-work	John does not follow the classroom rule of keeping his hands to himself. He touches his tablemate repeatedly, normally at least 15 times during the 10 minute independent work period.	• I reprimand him, by saying, "John, please keep your hands to yourself." • His tablemates become frustrated and often push him away. • John seems to demonstrate a sense of rejection after the other students have reacted.

What are some of the possible causes of the observed behavior? Include possible heart issues, as well as possible issues in the environment.

John is having a hard time keeping his hands to himself, and the more sluggish he is, the more he tends to pick at his tablemates. This behavior may arise from a need for affirmation, especially when he is tired.

What are some positive reinforcements?

I will try affirming him proactively when he does not pick at others. To begin this process, I will talk briefly with him away from other students to identify with him the negative behavior that he has been exhibiting and remind him of the classroom rule of "Treating others as special by keeping our hands to ourselves." I will ask him if he would be willing to work extra hard on keeping his hands to himself. For the immediate future, I will keep a close watch on John, and will give him a big smile and a quiet "thumbs-up" to reinforce good behavior and to give him affirming attention.

What are some negative reinforcements?

I reprimand him, by saying, "John, please keep your hands to yourself." However because of the frequency of this problem, reprimands have been very ineffective (and end up becoming constant). In particular, public reprimands (in addition to his classmates' negative reaction) lead to John feeling very rejected and making negative comments about himself.

CLASSROOM MANAGEMENT RESOURCE
Behavior Intervention Plan

WORKSHEET

Antecedents	Behavior	Consequence

What are some of the possible causes of the observed behavior? Include possible heart issues, as well as possible issues in the environment.

What are some positive reinforcements?

What are some negative reinforcements?

Appendix B
Sample Behavioral Contract
(Continued on next page)

Character/Behavior Agreement
Between ▮▮▮▮▮▮▮ and The Administration of Smithtown Christian School
June 7, ▮▮

Based on your word to us that you desire to stay at SCS and be a positively contributing member of the school family, you agree to the following:

1. You will distance yourself from certain friends who have distracted you from your primary purpose here, which is being a good student. This will be evidenced by you changing your seat in ▮▮▮▮▮▮ for the last weeks of this school year and making wise seating choices in your classes next year. Additionally, when we talk with your teachers in the first part of next year, they will be able to report that you have continued to steer clear of situations and friends which have gotten you into trouble this year.

2. You will not receive any detentions at all, for any reason.

3. You will maintain the kind of grades we all know that you can: in all classes, you will be getting a C or above.

4. We will get a positive report from your ▮▮▮▮ coaches in the ▮▮. They will affirm that you have been a force for good on the team; that you have exhibited a high degree of self-discipline in working out and actively participating in all drills, exercises, etc.; and that you have shown excellent sportsmanship and character.

5. Your Bible teacher will affirm that your journals and your level of participation in Bible class show you to be a young many who truly wants to serve the Lord, and that you are growing in your relationship with Him.

6. You will demonstrate active engagement in chapel, including making wise choices regarding who you sit with. It will be clear to us that you are listening to the teachings and engaging in worship. Your homeroom teacher will back this up.

7. You will faithfully attend youth group this summer, either at ▮▮▮▮▮▮▮▮▮urch or ▮▮▮▮▮▮▮▮, and your youth pastor or leader will be able to write a recommendation letter to us on your behalf.

8. Somewhere around October 15, ▮▮▮, we will get together again to assess the status of each of the points above. If you have fulfilled your commitments to the Lord and to the school, we will allow you to continue as a student here. We will then review and revise this agreement as necessary, and set a new date for a formal review.

   If you have not fulfilled your commitments, then you will be asked to leave the school, as your actions will have shown us that you do not want to be here.

   If at any time prior to October 15, ▮▮▮ you fail to fulfill your commitments, a formal review may be scheduled earlier than that date, the result of which may be immediate dismissal.

Signed:_____   Date:_____

Parent's Signature:_____   Date:_____

Our desire and vision for you is that you will rise to the challenge and be the young man that God desires for you to be. We see great leadership potential in you, and have full confidence that if you choose to step up to the plate, God will meet you with all the grace you need to do what He's asking you to do in this critical season of your life.

We commit to support you in prayer and in any practical ways that you need. We are available to pray with you, to coach and counsel you, and to give you strong encouragement and accountability. We also commit to be positive role models for you, and will keep our lives pure, Godly and focused on His purposes.

Signed:_____ Date:_____

Signed:_____ Date:_____