

Alaqsite'w Gitpu School
Positive School Discipline Plan

At AGS, our goal is to provide our students with creative, innovative academic programs based on Mi'gmaq values to meet students' learning needs. To realize this goal and to have our students reach their maximum learning environment. The AGS Positive School Discipline Plan is designed to teach our students the behavioral skills, concepts, and knowledge necessary to become respectful, responsible, and self-disciplined learners.

Our Behavioral Expectations

In the School

Classes enter the school in a quiet, orderly fashion. At recess/dismissal time, students line up and are escorted to the outside doors quietly.

Students are:

- ✓ Taught how to enter and exit the school (preferably at times other than entry or dismissal times).

Teachers:

- ✓ Teach students how to exit and enter the school.
- ✓ Insist that student behavior changes to appropriate school behavior upon entering the school.
- ✓ Take students back outside or inside the classroom/yard when they do not follow established procedures.

Students dress appropriately.

- ✓ Students are required to dress appropriately and in good taste.
- ✓ Any form of dress or apparel which could be hazardous to student or would potentially disrupt the learn environment is unacceptable.
- ✓ Low-riding pants, low-cut tops, tank tops, bare midriff shirts and blouses are not appropriate for the school setting.
- ✓ Shorts and skirts should be modest in length and appropriate for the school environment. Short shorts or skirts that are shorter than finger tips are not permitted.
- ✓ Any apparel, which depicts or promotes death and despair, is not to be worn to school.
- ✓ Clothing which advertises alcoholic beverages or drugs, or displays suggestive words must not be worn to school.
- ✓ No sunglasses, hats, head covering or bandannas (unless needed to keep hair out of eyes) should be worn in the classroom, office, and gym or to designated school functions unless otherwise specified.
- ✓ Decorative accessories, which can be used as weapons, are not permitted.
- ✓ Clothing that has been cut and fringed deliberately is not permitted.

- ✓ Coats, jackets, or heavy over clothing will not be worn after students enter the building for the school day. They are kept in assigned areas or students' lockers.
- ✓ Book bags will not be allowed in any classroom during the school day. They are to be kept in lockers at all times during the regular day.
- ✓ Students must wear their indoor shoes at all times, once entering class.
- ✓ See-through outfits, bare midriffs, tube tops, halters, and open backs are not allowed.
- ✓ All belts, buttons on pants, and fasteners must be fastened at all times.
- ✓ Pajama bottoms, and slippers are not to be worn in school.
- ✓ Students must always wear appropriate clothing for weather conditions when going outside. A sweatshirt, by itself is not accepted as winter outdoor clothing.
- ✓ Additional dress guidelines may be required by teachers to meet safety requirements for specific classes.
- ✓ The administration reserves the right to determine what is appropriate attire for school.

- ✓ If it is determined that an article of clothing is not appropriate, students may be asked to change, or parents may be contacted to bring a change of clothing to school for the student before he may return to classes.

Locker areas are neat and tidy.

Students:

- ✓ Hang up clothing and put shoes/boots/bags away in a neat, orderly fashion.

Teachers:

- ✓ Teach students how to maintain a neat locker area.
- ✓ Monitor this area to ensure it is neat and tidy at all times.
- ✓ Insist students return to hang up clothing or other items neatly.
- ✓ Model this by maintaining your own areas.

Students must sign out to leave the classroom.

Students:

- ✓ Are encouraged to have drinks and use the washroom during recess breaks.
- ✓ Leave the room only when absolutely necessary.
- ✓ Walk quickly and quietly throughout the school.

Teachers:

- ✓ Monitor how often students ask to leave the room.
- ✓ Set time limits for students who have problems returning promptly.
- ✓ Teach children how to walk quickly to the washroom and back.

Classes move quietly throughout the school.

Students:

- ✓ Always walk on the right side of the hallway.
- ✓ Keep their hands to themselves.

Teachers:

- ✓ Practice with students how to move about the school appropriately.
- ✓ Teach students to sit down quickly and quietly upon entering the gym and classroom.

Students address all staff in a respectful manner.

Students:

- ✓ Speak and act politely (say “Good Morning”, “Please”, and “Thank-you”; hold the door for someone to walk through; etc.) Follow teachers’ instructions.

Teachers:

- ✓ Insist that students are polite and respectful at all times.
- ✓ Are polite and respectful to students.
- ✓ Teach students how to behave when visiting teachers are in the classroom/school.

Students meet high standards because they have been taught to, not because they have been told to.

Second Level Discipline

The Principal, Vice-Principal or Administrative Assistant will deal with the more serious disciplinary matters; in these cases teachers may send students to the office directly. The Principal will want to know what previous action (if applicable) you have taken to remedy the problem.

Actions warranting immediate intervention by the office include:

- Use of profanity directed at a teacher or other staff
- Vandalism
- Serious incidents of Fighting or Inciting Others to Fights
- Theft
- Intimidation, Extortion or Other Harassing Behavior of a Serious Nature
- Consistent and Repeated Disregard for Expectations Set by the Teacher despite efforts by the teacher to remedy the situation. (Referral must be made by Guidance Department)
- Failure to attend Tutorials
- Smoking.

Level 1 incident must be entered on the Student Information System by the teacher, Level 2 incidents will be recorded by front office staff.

School Expectations

- ❖ When moving from place to place, walk in a quiet manner, keeping to the right of the hallway.
- ❖ No running, pushing, passing or line jumping.
- ❖ Chewing gum is not permitted.
- ❖ Teachers are to escort their students when moving from class to class.
- ❖ Foul language is unacceptable and will be addressed by any member of staff hearing it.
- ❖ When entering and leaving, students are to use the assigned stairways and doors. During recess they are to stay in the playground, or paved area, and stay clear of the doors. Students may only go on the playing field to take part in an organized activity.
- ❖ During an indoor recess, student must remain in their homeroom class unless they are participating in an organized activity.
- ❖ During School Assemblies, students are not to use the washroom. Students must sit in assigned area.
- ❖ Students are to mark the time it is when they sign out or in the class to use the washroom.
- ❖ Hats, caps, gloves, coats, and outdoor footwear are not to be worn in the classroom.
- ❖ Students are not to take pencils, pens, crayons, or other writing material, with them to the washroom or when traveling unescorted in the hallways.
- ❖ Non educational electronic devices, including MP3 players, and digital cameras, are not to be brought to school. Cellphones are not permitted in the classroom.
- ❖ Dangerous items are not permitted in school.
- ❖ Smoking is not permitted. Students with cigarettes in their possession are to be escorted to the office.
- ❖ Teasing, intimidation, and rough play are not permitted.
- ❖ Glass bottles are not permitted in the playground or other recess areas.
- ❖ Students are not to deface textbooks, chairs, desks, walls, or other school property.
- ❖ No littering indoors, or outdoors.
- ❖ Upon entering the building, report to the classroom teacher before going to the washroom.
- ❖ Students are to leave the schoolyard immediately upon dismissal.
- ❖ Students are not to play in the parking lot at any time.
- ❖ Only students in grades 5-8 are able to go to the gym during early morning time 8:05-8:20
- ❖ Students and staff must always follow the school dress code.



Alaqsite'w Gitpu School



Classroom Expectations

All Students are expected to:

1. Follow all School Rules
2. Remain quiet and focused when the teacher speaks
3. Complete all assigned work in class and at home
4. Be prepared for class between 8:20 and 8:30 when classes will commence
5. Take turns speaking when given permission
6. Sign out to use the washroom upon permission and then sign in after returning
7. Remove gum upon entering the School
8. Respect the teacher's desk, chair and materials
9. Only sit on chairs not desks
10. Keep work area and lockers clean at all times

Respect other's property, space and feelings.

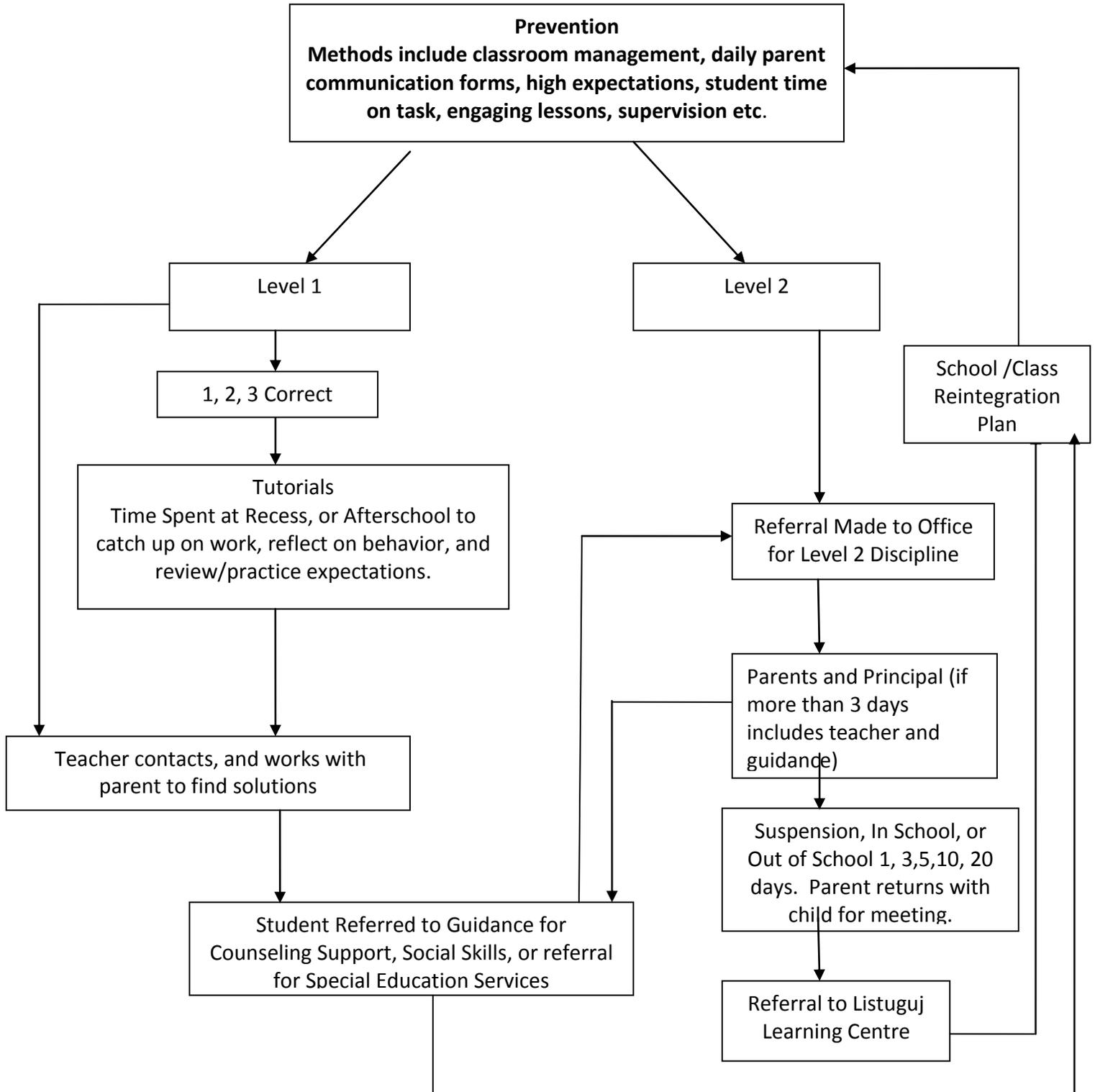
Be Responsible for your actions and words.

Treat others the way you want to be treated.

Most importantly, Take Pride in Yourself,
Our School and Our Community!



AGS Student Discipline Flowchart



Great Skills to Teach Children

- Courtesy
- Conflict Resolution
- Being an Ambassador
- Personal Presentation Skills
- How to disagree with adults in an appropriate manner
- Self-discipline
- Concentration
- How to be part of the solution, not part of the problem
- Service to others
- Perseverance

Outside on the Yard

Students behave appropriately during outdoor times.

Students:

- ✓ Use words to solve their problems. Ask staff to assist them when necessary.
- ✓ Play co-operatively and safely.
- ✓ Line up quickly when the bell rings.
- ✓ Put garbage in receptacles.

Teachers:

- ✓ Circulate around your area of supervision.
- ✓ Act proactively to prevent problems before they escalate.
- ✓ Have children reenter the school promptly when the bell rings.
- ✓ Handle all problems on the yard.
- ✓ Prepare students who have problems on the yard by asking them what they are going to do during the break and what they are going to remember.

A playground cannot be supervised by standing in one spot. Watching students and removing the privileges of those who have problems is referred to as “monitoring” a playground. “Supervising” a playground is a preventative process which involves moving around the grounds in an assertive manner, checking with students to see that they have a plan for a successful recess, and preventing problems from developing.

AGS

Positive School Discipline Implementation Plan

As a staff we agree to:

- ✓ **Work as a team.**
- ✓ **Be responsible for all student behavior.**
- ✓ **Monitor the implementation at monthly staff meetings.**
- ✓ **Teach students the appropriate behavioral skills before they are actually needed.**
- ✓ **Have a four week training camp when students will intentionally be taught the behaviors expected in the classroom and in the school.**
- ✓ **Instill in students that their behavior must change when they enter the school.**

Training Camp

First 4 Weeks of School

In the School

Teachers:

- Begin to intentionally teach skills, knowledge, and concepts for moving about the school which are outlined in the Positive School Discipline Plan.
- Prepare students for lunch before leaving for lunch, and ensure that students are sitting in their appropriate places.
- Are responsible to reinforce and redirect students. *** (There can be no effective discipline without effective supervision.)*
- Take special time to teach behavioral expectations for assemblies in the gym and for visiting teachers.
- Use a common signal to signal the students to be quiet, i.e., repetitive clapping.

In the Classroom

*** (The challenge for teachers when it comes to discipline is to maintain a healthy balance between the training of compliance and the management of independence. Effective classroom management allows teachers to maintain the integrity of their lessons by preventing disruptions instead of reacting to them.)*

Teachers:

- May consider teaching the children in rows until routines are established and students are taught how to behave appropriately in the classroom. (optional and not permanent. Students must learn how to work in groups. It is not a naturally endowed ability.)
- Limit talking to productive dialogue.
- Have all materials ready for the day's lessons and activities.
- Provide a very structured learning environment for students. *** (If you tell a child to do something, expect compliance; if you ask a child to do something, expect an opinion. More structure for less chaos.)*
- Intentionally teach the routines and expectations for the classroom.
- Must provide bell to bell instruction. When students finish assigned work, appropriate work has been provided.

Dealing With Difficult Students

What about the students who are having a difficult time adjusting to school behavioral expectations?????

- Involve the parents. *** (To be partners in education, parents and teachers must focus on what they will accomplish together, not what they will punish together.)*
- Have the student complete his/her work in another classroom as agreed upon by the teachers. (Each teacher should have a teaching partner so that, when a student's behavior is becoming unbearable, the student can complete his/her work in that teacher's classroom. Finding a partner before you actually need one is advised. Ideally, warning your teaching partner before you actually send the student to his or her room is professional courtesy and highly recommended.)
- Some strategies are: examine the seating arrangement; use proximity; teach signaling cues; remove objects of distraction; be aware of student academic abilities; move desk; teach appropriate use of humor; deal with verbal taunting; lower your voice for impact; avoid arguments; teach how to deal with frustration; avoid offering rewards; focus on prevention through preparation; restructure; teach courtesy; etc.
- Involve P / VP. (Discussing a student's behavioral issues with the P or VP before they escalate is recommended. The P or VP is much more effective when he/she has a history of the behavior and the strategies that have been used to curtail it.) *** (The role of the principal/vice principal is to support the teacher's authority, not replace it.)*

Productive Consequences

- Write and illustrate a book about the problem behavior and read it to a younger student.
- Research the number of students who have had similar problems. Chart the results.
- Write a letter to the person you offended.
- Make restitution. Find a way to make up for your mistake.
- Develop a personal improvement plan.
- Along with several other children, teach a social skills group.
- Write an article for the school newsletter.
- Arrange and run a meeting with your teacher and your parents to design a plan for avoiding future problems.

Problematic Behavior on the Yard

Students who have problems on the yard will be required to walk with a selected teacher on duty until everyone can be sure that the students can behave appropriately.

How Will This Work?

1. The staff member who dealt with the child on the playground will inform the homeroom teacher of the inappropriate behavior and the imposed consequence. The supervisor and/or homeroom teacher will decide whether or not the child requires direct supervision on the yard.
2. The student is informed that he/she requires direct supervision as a means to teach him/her what is suitable behavior on the playground.
3. To ensure that the student follows through on the consequence, the homeroom teacher will bring the child to the teacher on duty at an agreed upon location for each break.

Sending Students Directly to the Principal or Vice-Principal

The following behaviors warrant immediate involvement of the Principal or Vice-Principal:

- **Serious physical confrontations**
- **Racist remarks made by a student**
- **Swearing at a staff member**
- **Absolute non-compliance**

Please do not hesitate to discuss issues you are having with a student or students with the Principal or Vice-Principal. If everyone is to work as partners in implementing the Positive School Discipline Plan, it is important that you feel comfortable discussing issues with the school administration.

School Discipline Reviews

Staff will be provided opportunities to discuss issues surrounding the discipline plan at monthly staff meetings. If there are issues or suggestions you have for the Positive School Discipline Plan, please feel free to bring them forward at that time.

Principles of Good Discipline in Schools

Preventative, Corrective – Not Punitive

The need for a feeling of self-worth is at the root of all human behavior. Individuals who have high self-esteem are better able to recognize and accept their own strengths and weaknesses, to resist negative peer pressure, and to act in the best interests of the group as a whole. An environment in which students feel good about themselves is conducive to the development of respect for the rights of others and understanding of shared responsibility.

Good school discipline refers to school policies and practices that are based on the following principles:

- They should reflect respect for the student's worth and dignity and the worth and dignity of others, so that both students' rights and their responsibilities are equally emphasized.
- They should ensure that student potential is developed within bounds that respect the needs and rights of others.
- Every disciplinary procedure should be educationally sound – that is, it should teach the student appropriate forms of behavior and attitude.
- Basic to the prevention of discipline problems is a well-designed and effective curriculum that is perceived by students as meeting their needs.
- An approach to discipline that is positive and that appeals to the students' sense of justice will foster self-discipline.
- Policies, practices, and expectations should be clearly communicated to everyone.

DISCIPLINE PROBLEMS

The causes of student misbehavior are complex. Lack of self-discipline, of a positive self-concept, and of respect for authority frequently underlay student misbehavior. Because of this, school officials are often limited to dealing with effects rather than causes, and to take short-term measures rather than arriving at long-term solutions. The diagnosis of causes, particularly where behavior problems are severe, requires the time and commitment of school personnel, the involvement of various support agencies, and the co-operation of the students and parents concerned. Appropriate behavior must often be taught in the same way we teach reading or math. We must understand where the child is making errors and why. We must examine our teaching methods lest they be ineffective for this particular child.

There are two distinct types of discipline problems encountered in a school setting – the **disruptive** and the **severely disruptive**. The following sections shall examine both of these types of discipline problems.

A. DISRUPTIVE BEHAVIOUR

Discipline problems in this category include misbehavior that is normal for some students in the regular classroom and school activities. Such misbehavior may include the following:

- Late arrival for classes
- Failure to bring required books, materials, and assignments to class
- Minor class disruptions (unnecessary talking, joking, or disturbing others)
- Wearing inappropriate clothing
- Lack of responsiveness, apathy
- Sarcastic, angry, or inappropriate remarks/gestures
- Use of inappropriate language toward peers
- Minor aggression (pushing, hitting, bumping desk, flipping books on floor, etc.)

Many students will exhibit some inappropriate or unacceptable conduct during the course of their school careers. They will expect and respond to the expression of clear expectations, the setting of reasonable limits, and the fair enforcement of consequences if rules are broken.

The implementation of a school Code of Conduct of various policies, procedures, and strategies will assist school personnel in maintaining a positive school tone.

The following procedures will be useful in dealing with or minimizing these general problems.

1. Classroom Procedures

Preventative procedures include such basic practices of good teaching as the following:

- Being prepared (having lessons planned and work ready as students arrive for class)
- Establishing effective routines for entry, exit, washroom, etc.
- Supporting school policies and showing consistency in expectations of students
- Outlining and teaching school and class rules
- Showing enthusiasm
- Being aware of the frustration level of students
- Fitting curriculum to the students and not students to the curriculum
- Being available to help students who need assistance
- Moving purposefully around the room during lessons
- Giving recognition for good behavior
- Being visible in the hallways as students enter
- Supervising students at all times
- Reviewing available records to become familiar with an individual student's academic and social background
- Overlooking minor lapses in behavior during the lesson and keeping the lesson moving (focusing on problems makes them grow)
- Using humor to diffuse a situation

- Setting an example through one's own dress and manner
- Treating students with respect (sarcasm and yelling are not acceptable)
- Building a variety of materials and activities into lessons

Corrective procedures include such practices as the following:

- Dealing on a one-to-one basis with a student who is behaving inappropriately
- Completing a weekly or daily report for specific students
- Consulting other staff members about ways of handling specific problem students with whom they have had success
- Discussing the problems of disruptive students with their parents
- Investigating and listening before assigning blame
- Identifying the student or the small group of students who are causing the disruptive behavior and reacting to them specifically rather than to the entire class
- Moving physically close to a problem student during the lesson
- Using eye contact and non-verbal signals to show disapproval
- Changing the seating arrangements or organization of the room periodically to provide variety and minimize collusion among disruptive peers
- Counseling students after class
- Withdrawing privileges **for the individual** (when appropriate) as a consequence, not curriculum subjects
- Setting up academic or behavior contracts with students
- Developing a behavior-development program in which positive behavior is consistently recognized
- Isolating a disruptive student from the rest of the class

2. School Procedures for Teachers in Consultation With Principal

The teacher must maintain ownership of the intervention and must not transfer it to the Principal unless serious safety issues are involved. The advantage of sending a child to the principal is that it is easy for the teacher to implement and removes the problem from the room. The disadvantage is that it is short-term and potentially reinforcing. It does not teach the student not to engage in the misbehavior and could give the message to the student that he/she is out of the teacher's control.

Maintaining discipline in the school is a shared responsibility of the total staff. The following are some procedures that will prove useful for dealing with disruptive behavior:

- Discipline incident form (to inform the office of serious misbehavior and the interventions used)
- **Maintain documentation**
- Phoning and/or interviewing the parent or guardians of disruptive students
- Removing students temporarily from class to a designated **supervised** area
- Implementing a social skills program

B. SEVERELY DISRUPTIVE BEHAVIOUR

This behavior may lead to suspension. While this second type of discipline problem encountered in the school setting is more infrequent, it is also more serious and complex. Severely disruptive behavior may be an exaggerated version of the behaviors discussed earlier, or it may manifest itself in any of the following ways:

- Refusal to comply with the existing classroom or school organization and rules
- Destructiveness towards self or property
- Extreme physical and/or verbal hostility
- Erratic or irrational behavior
- Harassment of other students and staff

EFFECTIVE CLASSROOM MANAGEMENT AT THE PREVENTATIVE LEVEL

The aim of preventative intervention is to maximize the opportunity for a positive, successful classroom experience for all students.

At the general preventative level, all students need the security of knowing that the teacher understands their difficulties and can be trusted to manage classroom behavior with confidence and patience.

The suggestions that follow fall into three distinct categories:

- A. Behavior
- B. Learning Environment
- C. Home-School Communication

A. BEHAVIOUR

In order to establish a climate conducive to effective learning and social development, and to maximize opportunities for each student to maintain appropriate behavior in the classroom setting, teachers should:

- Clearly define specific and realistic expectations with a minimum number of rules, simply stated in positive terms; should be ongoing
- Involve students in formulating or modifying these behavioral expectations
- Communicate in advance to the students any change in routines or expectations with respect to behaviors
- Notice and encourage appropriate classroom behavior
- Emphasize strengths rather than weaknesses, rewards rather than punishments, encouragement rather than correction (when a child earns a reward in appropriate behavior, let him/her choose a friend with whom the reward can be shared)

- Provide opportunities for ongoing successful experiences that will enhance the self-esteem of each student in the class (i.e., arrange for student to tutor younger student)
- Promote and encourage the development of social skills within the curriculum
- Become familiar with a variety of available strategies for managing behavior
- Be in the classroom before the students arrive and thus avoid having to re-establish control prior to beginning a lesson
- Establish and utilize effective lines of communication with the home regarding expectations for students

In addition, in order to gain an understanding and to communicate an acceptance of the individual student, teachers should:

- Become familiar with typical behaviors for children at various developmental stages (cognitive, physical, and affective)
- Listen actively to students to gain an appreciation of their perception of situations
- Capitalize on students' strengths and interests to encourage the growth of confidence and self-esteem
- Respond to each student's behavior and performance in terms of individual differences and needs
- Demonstrate openness, to signal availability to discuss a student's feelings and concerns in private
- Establish a two-way communication between teacher and parent and contact parents with "good news" NOT just to report problems
- Exemplify, through behavior and attitudes, a respect for the students and themselves

In order to foster and maintain positive student-teacher interaction, teachers should:

- Approach students in a consistent, encouraging, supportive, fair, flexible, and honest manner
- Encourage students to participate in formulating positive goals and methods of attaining those goals
- Encourage students to monitor and direct their own classroom behavior
- Vary instructional approaches to maintain student motivation, participation, and involvement
- Provide security through the consistent application of fair, realistic, and age-appropriate consequences
- Act to avoid power struggles with the student
- Avoid reacting impulsively when confronted with inappropriate student behavior
- Respond without defensiveness when the teacher's authority appears to be challenged
- If either teacher or student is upset or angry, delay discussion and/or decisions until emotional stability is restored
- Discuss inappropriate behavior in private unless the problem involves the class as a whole
- Accept that both teacher and student can make human errors
- Establish with each student an understanding of the steps to be taken to resolve a problem when conflicts arise
- Document problems and how they were successfully resolved as a reference point to maintain positive interaction

B. LEARNING ENVIRONMENT

To promote students' co-operation, participation, and learning, the following suggestions for programming are offered to teachers:

1. School Organization and Structure

a) Physical arrangement of the classroom

Teachers should:

- Ensure a smooth transition from one activity to another
- Minimize non-essential or potentially distracting stimuli
- Provide areas where discussion may take place with an individual student away from the rest of the class
- Establish specific work/study areas within the classroom
- Create a physical arrangement that allows for various methods of instruction (co-operative learning, activity centers, etc.)

b) Routines

Teachers should:

- Establish a daily/weekly schedule of tasks and activities to be completed within the framework of clearly defined limits for classroom behavior and academic expectations
- Have clearly defined limits for classroom behavior and academic expectations
- Have well established routines
- Allow flexibility in student expectations to make it possible to respond to special needs

2. Curriculum and Instructional Techniques

Teachers should:

- Be familiar with ministry and local board curriculum guidelines
- Clearly define long-term and short-term goals
- Inform students of daily schedules of tasks and activities
- Vary instructional techniques and materials **to meet both overall class needs and those of individual students**
- Explore the use of alternative modes of instruction (i.e., computer, co-operative, activity based, etc.)
- Ensure that the length and complexity of directions are appropriate to the students' capabilities

- Know each student’s strengths and weaknesses as well as his or her learning style (this information can be obtained from formal assessment reports, the OSR, parents, colleagues, and teacher’s own observations)
- Maintain realistic expectations of each student’s performance based upon teacher observation and ongoing educational evaluation
- Encourage and reinforce consistent successful completion of tasks through opportunities for students to progress at a pace appropriate with their abilities
- Encourage and reinforce group support, appropriate participation, and communication
- Be available to students
- Know how and when to consult with other professionals to obtain their assistance in creating the most effective program for the student with individual needs

C. HOME/SCHOOL COMMUNICATION

Effective communication with parents can be achieved through a variety of methods – conferences at school, telephone calls, written notes or reports on a daily, weekly, or monthly basis. Personal contact is the approach that is appreciated by most parents. Regardless of the approaches chosen, it must be remembered that communication with parents should be an on-going process and not merely a measure applied at a time of crisis.

The suggestions that follow may be useful in eliciting the co-operation and support of parents.

Teachers should:

- Introduce themselves to the parents of their students as early as possible in the school year
- Begin each contact with a positive comment about the student
- Contact parents with compliments about their child, not just concerns
- Express their interest in (and concern for) the student
- State their observations as specifically as possible, with being judgmental
- Provide documentation (i.e., communication log with dates, times, etc.)
- Describe what they have done to date to deal with the behavioral difficulty
- Concentrate on only one or two issues of concern during the contact
- Encourage parents to express their own views and perceptions
- Ask for parental assistance in resolving the situation
- Establish with the parents a plan of action – what the teacher will do and what the parents will do
- Impress upon the parents that change in their child’s behavior may not be immediate or consistent
- Avoid any implication that the parents are to blame for the behavior of the child
- Ensure privacy if the conference is held at school
- Consult with the principal before a potentially difficult parental contact

