

SAFE

Each student learns in an environment that is physically and emotionally safe for students and adults.

INDICATOR

COMPONENT

OUR school building, grounds, playground equipment, and vehicles are secure and meet all established safety and environmental standards.

✓ **School Climate & Culture**
 Curriculum & Instruction
 Community & Family
 Leadership
 PD & Capacity
 Assessment

1

OUR physical, emotional, academic, and social school climate is safe, friendly, and student-centered.

✓ **School Climate & Culture**
 Curriculum & Instruction
 Community & Family
 Leadership
 PD & Capacity
 Assessment

3

OUR school staff, students, and family members establish and maintain school and classroom behavioral expectations, rules, and routines that teach students how to manage their behavior and help students improve problem behavior.

✓ **School Climate & Culture**
 Curriculum & Instruction
 Community & Family
 Leadership
 ✓ **PD & Capacity**
 Assessment

5

OUR school teaches, models, and provides opportunities to practice social-emotional skills, including effective listening, conflict resolution, problem solving, personal reflection and responsibility, and ethical decision making.

✓ **School Climate & Culture**
 ✓ **Curriculum & Instruction**
 Community & Family
 ✓ **Leadership**
 ✓ **PD & Capacity**
 Assessment

7

OUR school climate, curriculum, and instruction reflect both high expectations and an understanding of child and adolescent growth and development.

✓ **School Climate & Culture**
 ✓ **Curriculum & Instruction**
 Community & Family
 Leadership
 ✓ **PD & Capacity**
 Assessment

9

INDICATOR

COMPONENT

OUR school physical plant is attractive; is structurally sound; has good internal (hallways) and external (pedestrian, bicycle, and motor vehicle) traffic flow, including for those with special needs; and is free of defects.

✓ **School Climate & Culture**
 Curriculum & Instruction
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 Assessment

2

OUR students feel valued, respected, and cared for and are motivated to learn.

✓ **School Climate & Culture**
 ✓ **Curriculum & Instruction**
 Community & Family
 Leadership
 PD & Capacity
 Assessment

4

OUR school provides our students, staff, and family members with regular opportunities for learning and support in teaching students how to manage their own behavior and reinforcing expectations, rules, and routines.

✓ **School Climate & Culture**
 Curriculum & Instruction
 ✓ **Community & Family**
 ✓ **Leadership**
 ✓ **PD & Capacity**
 Assessment

6

OUR school upholds social justice and equity concepts and practices mutual respect for individual differences at all levels of school interactions—student-to-student, adult-to-student, and adult-to-adult.

✓ **School Climate & Culture**
 Curriculum & Instruction
 Community & Family
 ✓ **Leadership**
 ✓ **PD & Capacity**
 Assessment

8

OUR teachers and staff develop and implement academic and behavioral interventions based on an understanding of child and adolescent development and learning theories.

✓ **School Climate & Culture**
 ✓ **Curriculum & Instruction**
 Community & Family
 ✓ **Leadership**
 ✓ **PD & Capacity**
 ✓ **Assessment**

10

Rerouting the Pipeline

TYPE OF BEHAVIOR

Verbal Disrespect

Michael is defiant and uses inappropriate language when verbally redirected.

A PUNITIVE TEACHER'S REACTIONS

Argue with Michael, kick him out of class or refer him for disciplinary action.

TYPE OF BEHAVIOR

Dress Code Violation

Michael comes to class without a belt on, pants sagging.

A PUNITIVE TEACHER'S REACTIONS

Lecture Michael about the dress code in front of classmates, kick him out of class or refer him for disciplinary action.

TYPE OF BEHAVIOR

Lateness or Truancy

Michael is frequently absent from or tardy to his first-period class and is failing.

A PUNITIVE TEACHER'S REACTIONS

Lock the door after the bell rings and give Michael zeros with no make-up option for work he missed.

A RESPONSIVE TEACHER'S REFLECTIONS

SHIFT 1

How can I address Michael's feelings of powerlessness so he is less defensive when I assert my authority?

SHIFT 2

How might my words, tone and body language make Michael feel disrespected?

SHIFT 3

How can I differentiate my instruction to better meet Michael's needs and tap his strengths?

SHIFT 4

How can I use assertive communication to demonstrate empathy, explain disappointment and set expectations for changed behavior?

SHIFT 5

What are the consequences for Michael if he misses class because he is suspended?

A RESPONSIVE TEACHER'S REFLECTIONS

Does Michael have a belt? Should I keep an extra one in the classroom?

How can I affirm that clothing norms are different at school and home but neither is good nor bad?

How does my teaching affect Michael's self-image?

Should I sponsor a club where students who consistently meet the dress code get special privileges?

Does enforcement of the dress code target particular groups of students?

A RESPONSIVE TEACHER'S REFLECTIONS

What personal problems might prevent Michael from getting to school on time?

Are there family problems that might prevent Michael from getting to school on time?

Is my curriculum relevant to Michael's identity and lived experiences?

Should I set up a conference with family, teachers and other school staff to design a behavior intervention plan that supports Michael?

Can our school provide free bus passes to prevent truancy and positively impact Michael's future?

TYPE OF BEHAVIOR

Aggressive Physical Behavior

Michael shouldered his teacher out of the way when she blocked the classroom door as he tried to leave.

A PUNITIVE TEACHER'S REACTIONS

Argue with Michael, call the school resource officer, bar him from class or press assault charges.

TYPE OF BEHAVIOR

Fighting

Michael got into a fight in the hallway during first period. There were no serious injuries.

A PUNITIVE TEACHER'S REACTIONS

Avoid involvement or request that Michael not be allowed back in class because he poses a threat.

A RESPONSIVE TEACHER'S REFLECTIONS

What clues did I miss that Michael was upset before he tried to walk out?

What social and cultural capital did Michael risk if he had backed down from me in front of his peers?

Michael is most irritable when we read. Can the literacy coach and special education team suggest reading intervention strategies?

Can Michael and I come up with a signal to let me know he is feeling stressed and needs a three-minute cool down?

How can I encourage my administration to consider creative interventions as alternatives to suspension and adjudication?

A RESPONSIVE TEACHER'S REFLECTIONS

How can I help Michael deal with his feelings about the fight and help him see school in a positive light?

Who can best help Michael through things I've never experienced?

How can I use our curriculum to increase Michael's ability to nonviolently resolve conflict?

Would training students in peer mediation be a positive intervention strategy for Michael?

How can I encourage my administration to consider creative interventions as alternatives to suspension and adjudication?

SHIFT
1

ADOPT A
SOCIAL-
EMOTIONAL
LENS

SHIFT
2

KNOW YOUR
STUDENTS AND
DEVELOP YOUR
CULTURAL
COMPETENCY

SHIFT
3

PLAN AND DELIVER
EFFECTIVE
STUDENT-
CENTERED
INSTRUCTION

SHIFT
4

MOVE THE
PARADIGM FROM
PUNISHMENT
TO DEVELOPMENT

SHIFT
5

RESIST THE
CRIMINALIZATION
OF SCHOOL
BEHAVIOR



Toolkit

Learn how teachers can shift their behaviors and help reduce student push-out.
VISIT » tolerance.org/school-to-prison