

**UNITARIAN UNIVERSALIST FELLOWSHIP OF POUGHKEEPSIE
RELIGIOUS EDUCATION COMMITTEE
POLICY ON CLASSROOM MANAGEMENT**

At the beginning of each Fellowship year, the classroom teachers and students create ground rules (classroom covenant) determining how they will be together. It is made clear the purpose of the covenant is to support the group as a whole. The covenant is developed by the students, with guidance, and posted on the wall to be referred to as necessary. The students are asked to help each other keep the covenant. At a minimum, the covenant should include: no hitting/keep your hands to yourself, show respect to each other and teachers, speak kindly, listen to the teachers and each other, and take turns.

It is central to building a sense of faith in themselves, in one another, and in our community, that students experience consistently applied and reinforced boundaries of what it is to be a "good citizen," or good member of their class and our community, and that any consequences for disregarding those boundaries also be consistently applied. When students exhibit behavior inconsistent with the boundaries, the classroom experience is diminished for all involved. In order to maximize positive classroom experiences in Religious Education and support the classroom teachers by providing tools for addressing disruptive behavior in the classroom, the following policy is established:

First and foremost, all teachers shall make every effort to acknowledge positive behaviors in a consistent and fair manner. Co-teachers shall discuss methods of proactive support of positive behaviors, and will discuss how they will handle disruptive behaviors, prior to implementation of the following steps:

1) Within a single class session taking place at the Fellowship:

- 1) On the first instance of disruptive behavior, the student will be reminded of the classroom guidelines, asked to refrain from the behavior, and be guided back to the activity in progress.
- 2) On the second instance of the same or similarly disruptive behavior, the student will be asked to remove him/herself to a quiet corner of the classroom to have some quiet time to re-group. After a period of time, s/he will be given a second chance in the classroom setting.
- 3) On the third instance of the same or similarly disruptive behavior, the student will be escorted to the Director of Religious Education (DRE). The DRE will notify his/her parents of the behavior.

If a student has been asked to leave the classroom on more than one occasion to see the DRE due to disruptive behavior, the teacher will, in consultation with the DRE, request that he/she bring a parent with him/her to the classroom the following Sunday. If disruptive behavior continues, the student, the parents, the teacher and the DRE, will meet to develop a plan for how the student will continue in the class.

Important Note: Seeing the DRE is not intended to be a punitive action, but a constructive one, providing the student with an opportunity to make a new start, while providing the teacher and the class an opportunity to get out of a power struggle. Students may also self-select to see the DRE for quiet time if the classroom setting is not working for them on a given Sunday.

Religious Education Committee

Adopted 12/06