Critical Conversations for Solid Roots Framework Implementation

The following questions should be discussed by behavior staff & members of the campus leadership team to provide clarity in advance of particular situations.  When these discussions take place in advance, the better prepared all stakeholders will be to address student and staff needs.

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| 1. What is the process to resolve a conflict that arises between a student who receives behavioral support and their classroom teacher? What is the role of the behavior staff in this situation (facilitator of a student/teacher conference, etc.)? |  |
| 1. What is the process when students with behavioral support are given an office referral and/or are sent to the office? At what point do behavior support staff become involved (if at all) or informed? |  |
| 1. If a student who receives behavior support is assigned to a disciplinary consequence, such as ISS, what is the responsibility of the behavior staff? How do they support the student during this time period? |  |
| 1. If conflicts arise between behavior staff and classroom teachers related to implementing behavior interventions, following through on behavioral recommendations, etc., how should those conflicts be resolved? |  |
| 1. What are the specific responsibilities for contact with the home & family of students in behavioral support? When is it classroom teacher responsibility and when is it behavior staff responsibility, etc. |  |
| 1. When and how will behavior staff train or inform classroom teachers and other campus staff regarding behavior processes, interventions, and other critical information for student support? |  |